

DOCUMENT RESUME

ED 300 968

EC 211 263

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TITLE Language Arts: Exceptional Child Education Curriculum K-12.
INSTITUTION Jefferson County Public Schools, Louisville, Ky.
PUB DATE 85
NOTE 366p.; For related document, see EC 211 264.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC15 Plus Postage.
DESCRIPTORS Aural Learning; Curriculum; *Disabilities; Elementary Secondary Education; Handwriting; *Language Arts; Literature Appreciation; *Spelling Instruction; *Study Skills; Task Analysis; *Teaching Methods; Writing (Composition); *Writing Instruction

ABSTRACT

The Exceptional Child Education (ECE) program of Jefferson County Public Schools in Louisville, Kentucky, presents this language arts curriculum for use with K-12 students who have learning problems. The ECE program uses the curriculum and materials of the general education program whenever appropriate, but has access to special instructional techniques and materials as necessary. ECE programs concentrate on the development of those basic academic and daily living skills which will be needed for future employment and independent adult living. The curriculum emphasizes an oral/aural approach, as a large population of ECE students are handicapped readers. Major language arts objectives are listed in sequential order, and cover the areas of study skills, handwriting, composition, literature/media, and spelling. Major steps in the task analysis of each objective are listed, along with activities, materials, and resources for each step. An appended resource list encompasses books, cards, cassettes, duplicating masters, filmstrips, games, kits, and transparencies. (JDD)

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EXCEPTIONAL CHILD EDUCATION CURRICULUM K-12: LANGUAGE ARTS

1985

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Jefferson County Public Schools
Louisville, Kentucky

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The ECE curriculum strands, Reading and Language Arts, are complementary. Their content reflects the close relationship between learning to read and to write. The appendix originally distributed with ECE Curriculum K-12: Reading guide is also to be used with ECE Curriculum K-12: Language Arts. Most teachers, therefore, will want to arrange these two guides and their appendix as a volume, separate from other curriculum strands.

EXCEPTIONAL CHILD EDUCATION CURRICULUM K-12: LANGUAGE ARTS

1985

JEFFERSON COUNTY PUBLIC SCHOOLS

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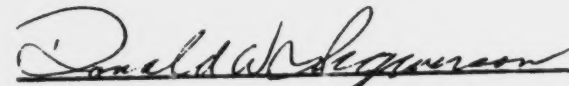
The Jefferson County Public Schools district strives with commitment to support all its students in their individual quest for excellence.

Four interrelated statements provide guidance and support to the district's staff in their efforts to achieve this worthy goal. These statements include the Jefferson County Public Schools Philosophy of Education, which promotes self-development in a free society; the Board of Education Goals, which encompass the community's educational values; the district's Program of Studies and curricular documents, which provide a common instructional focus; and the School-Based Annual Plans, which provide building-level commitments of human and material resources.

Achieving educational excellence requires a dynamic curriculum development process characterized by constant adjustment and change. This process involves a carefully planned and controlled cycle of assessment, development, and evaluation. To this end, the Department of Curriculum and Instruction has utilized assessment data, including professional staff opinion, community input, and results from the district's testing program to design guidelines for curricular documents used in the Jefferson County Public Schools.

While addressing achievement and mastery of specific skills and providing frameworks for district-wide instructional programs, these materials also provide considerable flexibility to local school staffs. These professionals know best how to teach, adapt, and enrich the curriculum as they work closely with their students.

Ultimately, the purpose of this document is to expand opportunities for school staffs to exercise their creativity and commitment in producing excellence among our students.



Donald W. Ingwerson, Superintendent
Jefferson County Public Schools

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ACKNOWLEDGMENTS

The Department of Instruction of the Jefferson County Public Schools expresses grateful appreciation to the following people for their assistance in preparing Exceptional Child Education Curriculum K-12: Language Arts.

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Exceptional Child Education Curriculum K-12: Language Arts was edited and printed by Materials Production, Durrett Education Center.

JEFFERSON COUNTY PUBLIC SCHOOLS PHILOSOPHY

WE BELIEVE . . .

That each person is of worth, is endowed with human dignity, is unique, and is entitled to respect as an individual.

That self-realization, self-discipline, quality in human relationships, and appreciation for one's cultural heritage are essential to the full development of the individual.

That the contributions of our diverse backgrounds--racial, ethnic, religious, social, economic, and political--are essential to the strength and richness of our society.

That the correlation of these backgrounds in our school system, both in curriculum and in practice, is necessary and essential to quality education.

That the freedoms guaranteed by the Constitution of the United States and by the Bill of Rights are essential to a democratic society and that all persons need to understand both the privileges and the responsibilities of citizenship.

That since we live in a changing world, all persons need to be prepared to meet, evaluate, and adjust to change creatively and intelligently.

That effective education comes from a responsible and mutual effort on the part of the school, the church, the family, and the community-at-large. This includes sharing in the determination of goals and in providing necessary resources.

That the school, student, family, and the community-at-large need to realize the significant role played by the other in the educative process.

That the public school is a fundamental part of our tradition and has a responsibility to the individual and the society in which we live.

WE BELIEVE THAT IT IS THE GOAL OF OUR SCHOOLS . . .

To provide education at the earliest appropriate age and to seek and identify the needs of each individual student on a continuing basis.

To provide the necessary tools and incentives to assure each student the highest quality of education.

To provide the necessary programs, training, and qualified and supportive personnel to motivate all students to achieve according to their individual learning patterns and rates of growth in order to realize their maximum potentials intellectually, economically, socially, culturally, and physically.

To provide a climate wherein the uniqueness of the cultures that each individual brings to the classroom setting is positively received.

To provide the structures, policies, and practices that reflect the multi-ethnic nature of our community through the composition of administrative staff, faculties, and student bodies.

WE BELIEVE . . .

That the philosophy of education of the Jefferson County Public Schools must be regularly reevaluated by the schools, students, parents, and the community-at-large.

BOARD OF EDUCATION GOALS

Staff will continue the commitment to provide an improved quality educational program and an integrated school system.

Students will master basic skills which include the areas of vocational, artistic, and computer education.

Employees' performance and job skills will be evaluated and the staff will be recognized for improved efficiency, productivity, and contributions.

Public information and community programs will be based on a comprehensive plan of open and honest communication to enhance community ownership.

Staff will operate a cost-effective school system designed around student needs.

PHILOSOPHY AND GOALS

The Jefferson County Public Schools is committed to providing a high quality education for handicapped students. Exceptional Child Education (ECE) programs are designed to meet the needs of students whose approach to learning is different from that of their peers. ECE students use the curriculum and materials of the general education program whenever appropriate but have access to special instructional techniques and materials as necessary. The ECE curriculum parallels many areas of the general education curriculum, emphasizing certain skills and adding others to meet the needs of the exceptional learner. ECE programs concentrate on the development of those basic academic and daily living skills which will be needed for future employment and independent adult living.

PURPOSE AND USE OF THE GUIDE

The purpose of the Exceptional Child Education curriculum K-12 is to facilitate teaching, and, therefore, learning by providing a foundation of information and skills to be presented. The curriculum guides provide a framework of instruction for the exceptional learner. Each learner's specific needs should determine the curricular strands needed for successful progress. Activities, materials, and resources suggested to teach the steps of each objective are provided but neither they, nor the objectives themselves, are intended to be the total learning experience for any student. Rather, the guide should be viewed as a point of origin for instruction with embellishments and refinements to be added by each Exceptional Child Education (ECE) teacher. It is expected that Exceptional Child Education teachers will use the information within this guide to provide a consistent district-wide structure to teaching pupils with special needs. However, each teacher's unique instructional style and the documented needs of students will contribute to the creation of a total environment conducive to learning.

The sequence in which skills are addressed and the amount of time devoted to an area will vary according to the needs of individual students and the goals established on their Individual Education Programs. Whenever possible, however, it is recommended that units of study in such content areas as science and social studies follow the general scope and sequence of the regular program. ECE teachers are also strongly encouraged to use general education curriculum guides as instructional resource materials.

Each subject within the Exceptional Child Education curriculum has been arranged in a format comparable to the subjects in the general education curriculum. Identifying phrases listing the subject, strand, and learning head each page. Vocabulary words are listed, usually on each page. Major objectives proceed down the left side of the page, usually in a sequential order. Major steps in the task analysis of each objective are listed in the center of the page, while activities, materials, and resources for each step (or, in some cases, for each objective) are aligned on the right side of each page.

Major objectives are keyed to the general education curriculum by denoting the grade levels at which these skills are introduced (I), mastered (M), reinforced (R), or tested (#). Some objectives are also keyed to the proficiency test objectives with the grade level presented first, followed by the objective number (e.g., PT 3:4). Assessment instruments, such as the Brigance Diagnostic Inventory of Essential Skills, and the KeyMath Diagnostic Arithmetic Test, are indicated. Grade levels are recommended for student materials: E = elementary schools, M = middle school and H = high school. Teaching materials are coded as T. Teaching materials appropriate to only certain age students are dually coded, e.g., "T--E, M" indicates materials appropriate for use by a teacher who is working with elementary or middle school students.

SCOPE AND SEQUENCE

Scope

The language arts curriculum has been developed for use with students who have learning problems. If ECE students are able to advance appropriately within the general education language arts curriculum, they do not need special materials or teaching procedures. Most ECE students, however, do not independently compare, categorize, transfer, and generalize information. It is, therefore, necessary to structure their instructional programs so that they are able to learn, retain, and consistently perform these mental functions. Included with the language arts curriculum are handwriting, spelling, composition, literature/media, and study skills.

Handwriting is treated as a perceptual/motor skill, since a deficiency in fine motor coordination is very often the underlying cause of poor quality writing among ECE students. The scope of this strand comprises correct writing posture and movements needed for both manuscript and cursive writing. Each ECE teacher must determine the instructional techniques most appropriate for each student.

The spelling objectives are closely coordinated with those in the reading strand. These two subjects should be taught concurrently, with students learning to write and spell the words they learn to read.

Because the comprehension levels of many handicapped readers are much higher than their decoding abilities, emphasis has been directed toward an oral/aural approach to both composition and literature/media. A large population of ECE students are handicapped readers; it is strongly recommended that teachers provide a multitude of experiences using audio and audio-visual media with comprehension activities that parallel the general education curriculum.

The study skills component begins with effective classroom behaviors, including such basic objectives as bringing appropriate materials to class, learning to work in groups, and writing down assignments. Other important skills that must be taught directly to ECE students are notetaking, outlining, and organizing classwork. The strand ends with reference skills, interviewing, making surveys, and learning to take tests.

Refer to the Appendices in ECE Curriculum K-12--Reading for word lists, phonics guidelines, spelling rules and examples, rules of grammar and punctuation, parts of speech, and a study guide.

Sequence

Components of the language arts curriculum are sequenced, as nearly as possible, in the order in which most children learn. Undeniably, students with learning problems often manifest uneven areas of cognitive development; even students who are judged to be typical demonstrate wide differences in learning rate and acquisition. The sequence within the ECE language arts curriculum reflects a structured order to the learnings. Each teacher will employ his/her professional knowledge of individual exceptional students to select optimal times for introducing components of the curriculum into each student's learning program. Assessments such as the CTBS, the KeyMath, and the Woodcock Diagnostic Reading Test provide normed scores. Other tests, including the Jefferson County Public Schools' Proficiency tests and the various levels of the Brigance, are criterion-referenced. Teachers will be able to assess skills more specific to their instructional objectives by using formal assessments and teacher-made tests. It is the goal of ECE teachers, working within the parameters of the students' skill levels, to move them along a continuum of mastery learning that approximates that of students in the general education program.

PROFICIENCY TEST OBJECTIVES

Grade 3--Reading Objectives

1. Selects word that fits context of incomplete sentence.
2. Selects a word that rhymes with the underlined word in a sentence.
3. Identifies singular and regular plural forms of known words.
4. Selects word with inflected ending that fits a sentence context.
5. Selects contraction that replaces two words in sentence.
6. Selects words that combine to form compounds.
7. Alphabetizes a list of words.
8. Selects category name for groups.
9. Selects statement that best summarizes reading selection.
10. Identifies details that support main idea of selection.
11. Identifies sequence of three story events.
12. Identifies story clues that support given inference.
13. Selects plausible ending for story.

Grade 5--Reading Objectives

1. Selects word that fits context of incomplete sentence or paragraph.
2. Selects from similar-meaning words the one appropriate to context.
3. Selects two synonyms for a word presented in context.
4. Chooses sentences illustrating given meaning of word.
5. Matches rhyming words or elements.
6. Identifies initial/medial/final consonant sound of a spoken word.
7. Identifies blend/digraph of spoken word.
8. Identifies variant consonant sounds.
9. Identifies r-controlled vowel patterns and sounds.
10. Selects irregular plural form of words.
11. Selects word with inflected ending that fits sentence context.
12. Matches contracted and expanded form of words.
13. Identifies compound words and component parts of compound words.
14. Identifies word meanings using root words and prefix (re-, dis-, un-, and non-).
15. Selects title appropriate to reading selection.
16. Selects statement that best summarizes reading selection.
17. Identifies sequence implied in reading selection.
18. Identifies stated/inferred clues to story outcomes.
19. Identifies fact statements in selection.
20. Identifies causes/effects described in reading selection.

21. Chooses the correct meaning for a given simile.
22. Identifies guide words for a given entry.
23. Uses table of contents to answer questions.
24. Uses a glossary to locate information.
25. Finds names in a telephone book.

Objectives will be updated/modified each school year.

Grade 8--Reading Objectives

1. Locates information in encyclopedias.
2. Uses information from an atlas.
3. Uses the card catalog.
4. Uses glossary and index.
5. Uses context to identify meaning of unknown words.
6. Uses synonyms to demonstrate word relationships.
7. Selects meanings of a given word used in different ways.
8. Recognizes roots and applies inflected endings.
9. Chooses from a list of prefixes and suffixes ones which can be added.
10. Identifies main idea and details in paragraphs in which these are clearly evident.
11. Selects the sentence which best summarizes a longer reading selection.
12. Uses time signal words to arrange events in sequence.
13. Predicts outcome based on given information.
14. Selects statements that describe author's purpose in reading selection.
15. Identifies character traits of fictional characters.
16. Identifies sentences that are fact/opinion after reading a selection.
17. Identifies cause/effect relationships in reading selections.
18. Identifies meaning of figurative language used in a reading selection.
19. Compares and contrasts ideas and actions in a reading selection.

High School--Reading Objectives

1. Uses context to identify meaning of unknown words.
2. Supplies synonym for given word in context.
3. Supplies definition of multiple-meaning word as used in reading selection.
4. Recognizes roots and applies inflected endings.
5. Identifies and applies affixes and roots.
6. Recognizes main idea in a paragraph when it is implied.
7. Identifies the main idea of longer reading selection.
8. Identifies supporting details for main idea of reading selection.
9. Applies time clues and signal words to determine sequence of events.
10. Makes inferences from written materials.
11. Makes inferences based upon facts presented in material.
12. Identifies author's purpose in a reading selection.
13. Interprets traits, motives, and attitudes of characters in a reading selection.
14. Locates verifying statements to support fact.
15. Identifies cause and effect relationships.
16. Identifies the meaning of figurative language in a reading selection.
17. Compares and contrasts ideas and actions in a reading selection.
18. Adapts dictionary definition of word meaning to specific contexts.
19. Uses dictionary for pronunciation key.
20. Uses the table of contents of a book, the glossary of a book, the index of a book, and the bibliography of a book.

COURSE OBJECTIVES

1. Attends school regularly.
2. Uses materials/tools with proper care.
3. Turns in classroom assignments on time.
4. Works in groups of 10 or more.
5. Completes share of group projects.
6. Assumes responsible group leadership.
7. Writes alphabet in order from memory.
8. Finds words in alphabetically sequenced format.
9. Writes words in alphabetical order attending to third letter.
10. Locates table of contents in front of book.
11. Matches page numbers in table of contents to corresponding pages in book.
12. Determines scope and sequence of book/material using table of contents.
13. Locates index in book/material.
14. Locates given topic in index.
15. Chooses specific topic from general information in text.
16. Locates information in book/material using page numbers in index.
17. Uses index to locate additional information about a given topic elsewhere in the book.
18. Locates glossary in back of book.
19. Tells purpose of glossary.
20. Determines definition/spelling of given word using glossary.

21. Finds selected names, addresses, and telephone numbers in telephone book.
22. Finds specific information in the Yellow Pages.
23. Finds answers to questions, e.g., rates, long distance information, government offices.
24. Locates given word in dictionary.
25. Tells uses of dictionary.
26. Uses dictionary to check word definition, spelling, pronunciation, and syllabication.
27. Tells uses of the encyclopedia.
28. Locates given topic in correct volume.
29. Uses encyclopedia to prepare classwork.
30. Locates different types of encyclopedia, e.g., medical, science, history, cooking, sports.
31. Tells purpose of thesaurus.
32. Finds related words in a thesaurus.
33. Selects most appropriate synonym from a thesaurus.
34. Selects, signs out, and returns books and media materials.
35. Identifies various types of print media in library.
36. Identifies various sections/services of library.
37. Uses card catalog and/or Reader's Guide to select books and media materials.
38. Locates comic page and/or special features.
39. Finds specific programs and their designated times in the TV section.
40. Locates various sections of the newspaper.

41. Utilizes services available through newspaper offices.
42. States verbally or writes down assigned task.
43. Prioritizes tasks according to time needed for completion and due dates.
44. Uses a work/study schedule.
45. Identifies major points in oral or written presentation.
46. Classifies information into main ideas and supporting ideas.
47. Uses notes for future reference.
48. Tells purpose of interview.
49. Organizes for interview.
50. Conducts interview.
51. Identifies main and subordinate ideas in a written selection.
52. Puts main and subordinate ideas into outline format.
53. Uses outline as basis for developing oral presentation.
54. Locates and gathers information.
55. Organizes information.
56. Presents report, including references.
57. States purpose of a survey.
58. Constructs survey.
59. Uses survey to gather information and develop a report.

60. Prepares physically and emotionally for testing.
61. Develops a variety of test-taking strategies and selects those appropriate to test format.
62. Prepares mentally (academically) for testing.
63. Demonstrates correct sitting position at table or desk.
64. Positions paper correctly for writing.
65. Positions arm and hand correctly for writing.
66. Reproduces vertical, circular, horizontal, and oblique lines.
67. Copies letters numerals/words from a manuscript model.
68. Prints words without a model.
69. Reproduces curved lines: right/left, under/over.
70. Reproduces lower-case letters in cursive form.
71. Reproduces upper-case letters in cursive form.
72. Copies legibly in cursive form.
73. Writes legibly in cursive form using a variety of instruments.
74. Communicates thoughts/ideas in a drawing.
75. Communicates ideas orally in a group to a scribe.
76. Communicates orally individually to a scribe or into a recorder.
77. Writes using invented spelling.
78. Writes sentences that include words the student has learned to spell.

79. Puts written sentences in logical order.
80. Identifies a sentence.
81. Identifies types of sentences.
82. Compares original sentences.
83. Capitalizes own name.
84. Writes capital letters at the beginning of sentences.
85. Captitalizes proper nouns.
86. Identifies the functions of periods, question marks, exclamation points, and quotation marks.
87. Identifies the functions of commas, apostrophes, colons, semi-colons, hyphens, dashes, and parentheses.
88. Uses capitalization and punctuation marks appropriately in original written composition.
89. Identifies a paragraph.
90. Writes a paragraph with a topic sentence and supporting details.
91. Writes a series of related paragraphs.
92. Folds letters for envelopes of different sizes.
93. Identifies parts of friendly and/or business letters.
94. Writes friendly and business letters.
95. Identifies the major parts of speech.
96. Demonstrates functions of parts of speech within sentences.
97. Applies grammatical rules when writing.

98. Develops ideas according to a given topic for report writing.
99. Makes an outline.
100. Writes a unified composition.
101. Edits own writing for spelling, punctuation, capitalization and form, using proofreader marks.
102. Determines that each paragraph has a main idea and supporting details.
103. Checks for overall cohesiveness of work.
104. Uses mass media to report and answer questions.
105. Experiences events through media.
106. Evaluates information or viewpoints received via media.
107. Listens to reading selection.
108. Relates reading to personal experience.
109. Reads literature for different reasons.
110. Role plays to illustrate given situations.
111. Acts out given roles in various literary selections.
112. Describes setting, plot, theme, and characters in a given play.
113. Identifies single consonant heard at the beginning of a word or syllable.
114. Identifies vowel heard at beginning of word or syllable.
115. Identifies consonant digraphs/blends heard at the beginning of a word or syllable.

116. Identifies single consonant that is heard at the end of a word or syllable.
117. Identifies consonant digraphs/blends heard at the end of a word or syllable.
118. Identifies single vowel heard in the middle of a syllable.
119. Identifies vowel combination heard in the middle of a syllable.
120. Identifies the long vowel heard in the middle of a word following the CVC-e pattern (example: time).
121. Identifies consonants and vowels in words.
122. Recognizes and names 6 syllable types: CVC (closed), CVCe (silent e), CVr (r-controlled), CV (open), CVCle (Cle), CVVC (double vowel).
123. Reads and spells syllable patterns.
124. Applies spelling and sounding rules unique to each syllable structure.
125. Recognizes and spells base/root words.
126. Applies syllabication rules to syllable patterns that incorporate affixes.
127. Uses suffixes in spelling.
128. Uses prefixes in spelling.
129. Identifies abbreviations.
130. Defines abbreviations for specific words.
131. Uses abbreviations in writing.
132. Identifies an acronym.
133. Identifies commonly used acronyms.
134. Reads and writes acronyms correctly.

STRAND Study Skills

SUBJECT Language Arts

LEARNING Effective Classroom Behaviors

VOCABULARY present/absent, punctual/tardy, regular attendance

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
1. Attends school regularly.	1. Gets to school on time.	Offer various incentives and rewards for being on time and attending school regularly. Examples: Food Free time Parties Favorite tasks Affection and praise Public recognition	
Assessment Instrument: Brigance Red G-1	2. Gets to classes on time.		
	3. Follows school procedures when tardy.		
	4. Follows school procedures when absent.	Contact attendance officer when student has excessive unexcused absences.	Attendance referral cards in office
	5. Attends school regularly.		Kit: <u>Skills to Achieve Independent Living (SAIL)</u> . Prevocational Skill 2. Melton Peninsula, Inc., 1979.

Note: Assessment instruments are given in the objective column throughout this guide.

Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Study Skills

SUBJECT Language Arts

LEARNING Effective Classroom Behaviors

VOCABULARY pencil, eraser, notebook, ball-point pen, felt-tip pen, writing paper

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
2. Uses materials/tools with proper care.	1. Has working pencils, pens, crayons, erasers.	Have students make a check-list (or picture flip chart) of materials/tools needed for classes. Ask students to check list each day before class to see that they have all items.	File cards, hole punch, metal rings, or yarn to fasten
	2. Has paper suitable for tasks.		
	3. Has appropriate books.		
	4. Has notebook(s).		
	5. Has miscellaneous materials related to daily tasks.	Let more advanced students make written lists.	Bins, drawers, boxes, shelves, cabinets, poster board, felt-tip markers
	6. Knows where to find materials/tools.	Label storage areas.	
	7. Puts materials/tools away after use.	Have students make posters to demonstrate proper and safe use of materials/tools.	
	8. Uses materials/tools with proper care.	Have periodic demonstrations of how to organize and store materials.	Textbooks, school supplies, paper, pencils
	9. Uses materials/tools with proper skill.		
3. Turns in classroom assignments on time.	1. Attends to and writes down classroom assignment.	Have students write homework assignment on special form each day.	Filmstrips: <u>Disney's World of Study Skills</u> (E, M).

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Study Skills

SUBJECT Language Arts

LEARNING Effective Classroom Behaviors

VOCABULARY assignment, homework, seatwork, complete/incomplete

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	2. Determines assignment requirements.		Charts, system of documentation
	3. Asks questions as needed to understand assignments.	Make sure students understand that on-time assignments merit higher marks and/or recognition from peers and staff.	
	4. Estimates amount of time required for assignments.		Teacher-made forms stapled into notebooks
	5. Stays on task until assignment is completed.		<u>SAIL--Time Skill 26.</u>
	6. Turns assignments in on time.	Devise a point system whereby students can earn extra privileges or rewards for completing and turning in assignments on time. Make a class rule that students with unfinished homework will complete work during a free time period.	

STRAND Study Skills

SUBJECT Language Arts

LEARNING Group Work Behaviors

VOCABULARY individual assignment, group assignment, independent work, memorize

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
4. Works in groups of 10 or more.	1. Works individually at self-selected tasks.	Present three different activities from which the student chooses one to complete.	
	2. Works independently at assigned task.		
	3. Works with another person on assigned task.	Give two-part assignment to two students. (Content area subjects provide good material for assignments.)	
	4. Works in groups of fewer than five.	The students decide which one will be responsible for each part, then each completes his/her individual assignment.	
	5. Works in groups of fewer than ten..		
	6. Works in groups of ten or more.	Assign a play to a group of ten or more students. Assign each student a part. Have the students memorize, practice, and perform parts as scheduled.	

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Group Work Behaviors

VOCABULARY assists, participates, responsibility, report, shares, evaluates

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
5. Completes share of group projects.	1. Participates in group discussions. 2. Gives input for selection of group project. 3. Assists in planning for group project. 4. Shares in decisions about individual responsibilities to the group. 5. Assumes responsibility for own share of group project. 6. Completes share of group project. 7. Evaluates group experience.	Assign a report to five or more students. Members of group make decisions among themselves as to group responsibilities. Each member fulfills his/her responsibility to the group and contributes to completion of the report on time. Base reports on content areas currently studied by students. Grade reports by the group. Have students analyze and discuss their personal feelings about this experience.	Teacher-selected materials from current class work: Social studies Science Prevocational topics Art Music Health (General Education Supplementary Special Education)
6. Assumes responsible group leadership.	1. Reads in front of group. 2. Makes oral presentations to group.		

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Group Work Behaviors

VOCABULARY feedback, leader, leadership

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Relays teacher/adult directed assignments to group.	Assign group leader to be responsible for group activity on a specific project.	
	4. Gives specific feedback to group members.	Leader chooses members of group and assigns responsibilities to each group member.	
	5. Assumes responsible group leadership.	Leader checks to see that responsibilities are carried out. Example: Kick ball game, bulletin board project, science project.	

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Alphabetizing

VOCABULARY symbols, letters, alphabet, sequence, matching, fill in

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
7. Writes alphabet in order from memory. Assessment Instrument: Brigance Yellow F-1	1. Sings "Alphabet Song."	Have students listen to recorded song. Teach words as a poem, clapping the rhythmic patterns.	Records/tapes Songbooks
	2. Chants sections of alphabet.	Break the alphabet sequence into parts, e.g., abcd, efg, hijk, lmnp for learning with tune.	
	3. Says alphabet by rote.		
	4. Matches manipulative letters to visually presented alphabet sequence.	Have each student hold a large letter. When letter is sung or spoken, student steps forward, holding letter out. (Students may be told to touch alphabet cards as song is sung.)	Tag board, wide felt-tip markers
	5. Matches symbol to letter name.	Write a series of 3-5 letters of the alphabet on the chalkboard in ABC order. Give students a set of alphabet letter cards which correspond to the letters	Letter cards, magnetic/felt letters, alphabet sequence chart, alphabet blocks
	6. Fills in missing letters in pre-arranged sequence.		

STRAND Study Skills

SUBJECT Language Arts

LEARNING Alphabetizing

VOCABULARY order, first, before/after, dictionary, words, missing

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
		on the chalkboard. Have students arrange the letter cards in the same sequence as the chalkboard letters.	JCPS. <u>Specific Expectations in Reading (SER)</u> , 1979, Word Attack, Levels 1, 3.
	7. Arranges groups of manipulatives in alphabetical sequence without model.		Alphabet blocks Magnetic alphabet Felt letters
Woodcock-Johnson (W-J) (dictation section)	8. Writes in missing letters from sections of the alphabet without model.		
	9. Writes alphabet in order from memory.		
8. Finds words in alphabetically sequenced format.	1. Identifies first letter of word.	Help students make alphabetical dictionary. Give each student sheets of paper that he/she folds in half to make a book. Instruct student to write one letter of the alphabet on each page.	Crayons, 9" x 12" paper, construction paper, markers, staples, string, tape
Brigance Red F-1 Green K-1, K-2	2. Writes letters that come before and after given letter in alphabet sequence.	Have the student list words from the spelling lesson each week on the appropriate page in his/her dictionary.	

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Alphabetizing

VOCABULARY order, first, before/after, dictionary, words, missing

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
		Other vocabulary words may be added daily.	
	3. Sorts words according to beginning letters.	Have students classify words according to beginning letter; label envelopes with letter of the alphabet on each envelope. Cut a variety of words from newspapers or magazines. Have students place each word in the envelope corresponding with the first letter of the word.	
	4. Locates given word within an alphabetized list of words.	Provide alphabetized list of students' names. Dictate a name and a direction to be followed, e.g., Draw a red circle around Susan. Find given word in textbook glossary.	Word cards Word lists on chalkboard, duplicated lists of names, overhead transparency Textbook glossary

STRAND Study Skills

SUBJECT Language Arts

LEARNING Alphabetizing

VOCABULARY first, second, third, alphabetical order, names, beginning, middle, last

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
9. Writes words in alphabetical order attending to third letter. Brigance Green K-2 (PT 3:7)	1. Writes words in ABC order according to first letter.		Kit: Boning, Richard. <u>Supportive Reading Skill Series.</u> "Learning to Alphabetize." Barnell Loft, 1973. PAL Practical Reading Series. "Alphabetizing Review." Xerox, n.d.
	2. Writes words in ABC order according to second letter.		
	3. Writes words in ABC order up to third letter.		
	4. Writes names in alphabetical order. a. Writes names of persons in ABC order according to last name (Smith). b. Writes names in ABC order according to first name (John Smith). c. Writes names in ABC order according to middle initial (John E. Smith).	Use names of classmates, sports or TV stars, teachers or well known state or national figures. Make phone or address book of class members.	Kits: ALPHA, English I, Study Habits #1. <u>Reading Skills Practice Pad,</u> "Using ABC Order." Phone book Class list List of family names

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STRAND Study Skills/Reference

SUBJECT Language Arts

LEARNING Table of Contents

VOCABULARY table of contents, front/back, page, chapter, content, heading

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
10. Locates table of contents in front of book. (2:I, 4:R)	1. Defines and states purpose of table of contents. 2. Turns to front of book 3. Locates table of contents in front of book.	Put sample pages of table of contents and index on overhead transparencies. Stress that table of contents is used for finding the content and organization of a book. Have students give page numbers where given topics are found in text.	Overhead projector Transparency of table of contents ALPHA, English I, Study Habits #6.
11. Matches page numbers in table of contents to corresponding pages in book.	1. Locates page numbers of several given chapters using table of contents. 2. Turns to page numbers in book.	Provide a list of headings taken from a table of contents. Have students list the page number which corresponds to that heading in the table. Have students give the inclusive page numbers that cover a given topic, e.g., pp. 71-82.	Teacher-made list

STRAND Study Skills

SUBJECT Language Arts

LEARNING Table of Contents

VOCABULARY locate, unit, section, chapter, general, specific, chronologically

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Finds topic in table of contents, determines page number, and locates corresponding page in book.		JCPS. <u>SER</u> , Language Arts, Level 8. Boning. <u>Supportive Reading Skills Series</u> , "Using a Table of Contents."
12. Determines scope and sequence of book/material using table of contents.	1. Identifies organizational pattern of table of contents as units, sections, chapters.		Variety of books: Social Studies Science Mathematics Prevocational
Green K-6 CTBS Levels F-H (PT 5:23, HS:20)	2. Identifies chapter, section, unit where given information is located.		Continuous Progress Program, Language Arts Level XI Basal IV, Study Skills E1.
	3. Determines scope and sequence of book/material using table of contents.	Have students determine time span covered in history book, topics covered in science text, sequence of instruction covered in selected prevocational materials.	JCPS. <u>Learning Difficulties--Reading</u> . Level IX, pp. 97-98.

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Table of Contents

VOCABULARY locate, unit, section, chapter, general, specific, chronologically

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	4. Uses table of contents to answer questions.	Ask students to tell why a book is organized in a certain way, e.g., chronologically, from general to specific topics, in increasing difficulty level. Have students find/suggest a variety of ways to organize the content of a book in order to achieve different purposes, e.g., history, famous people vs Nations; geography--individual countries vs. such topics as climate and land masses; home economics--meats/salads vs. microwave/conventional cooking vs. cooking for individuals/parties.	Variety of books

STRAND Study Skills

SUBJECT Language Arts

LEARNING Index

VOCABULARY index, topic, subheading

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
13. Locates index in book/ material. (4:I)	1. Turns to back of book.	Put sample pages of index from student's book on overhead transparency. Point out headings and subheadings, page numbers.	Overhead projector Overhead transparency of sample index page <u>Reading Skills Practice Pads,</u> "Using Glossary and Index." <u>ALPHA, English I,</u> Study Habits #6.
	2. Locates index.		
	3. Describes similarities between index and table of contents.		
	4. Describes differences between index and table of contents.		
	5. Describes purpose of index.		
14. Locates given topic in index. B-Red F-3 Green K-6 CTBS-Level G	1. Develops concept that topics in an index are listed in alphabetical order.	Give students a sample index page; orally give directions, e.g., "Circle birds in green, dogs in red."	Work sheets showing sample index page for each student <u>JCPS. Learning Difficulties--</u> <u>Reading. Level IX,</u> pp. 99-104.
	2. Locates given topic in index.		

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Index

VOCABULARY key word, information, questions/answers, indicated, passages, textbooks

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
15. Chooses specific topic from general information in text.	1. Locates key words. 2. Finds key words in index. 3. Turns to pages indicated in index. 4. Reads information and tells how it is related to chosen topics.		Boning. <u>Supportive Reading Skills</u> , "Using an Index". Book with index Magazines JCPS. <u>SER</u> , Language Arts, Level 12.
16. Locates information in book/material using page numbers in index. (PT 8:4, HS:20)	1. Locates topic in index. 2. Locates page numbers of given topic. 3. Turns to correct page in book. 4. Locates information in book/material using page numbers in index.	Give students a list of ten questions and a book in which answers can be found. Have students locate the information using the index.	Textbooks at appropriate levels for students Teacher-made list of questions and book with index where answers can be found

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Index

VOCABULARY passages, textbooks

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
17. Uses index to locate additional information about a given topic elsewhere in the book.	1. Identify a topic. 2. Identify key descriptive words that pertain to that topic. 3. Look up each key word in index. 4. Determine which key words found in the index are likely to apply to the specific topic sought. 5. Read passages which appear from the index to be applicable in order to find the additional information sought.		

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STRAND Study Skills
LEARNING Glossary

SUBJECT Language Arts

VOCABULARY glossary, organized, source, definitions, similarities/differences

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
18. Locates glossary in back of book. (4:I, 7:M)	1. Turns to back of book. 2. Locates glossary in back of book.		Dictionaries Books having glossaries
19. Tells purpose of glossary.	1. Tells how glossary is organized. 2. States similarities to dictionary. 3. States differences from dictionary. 4. Tells purpose of glossary.	Note alphabetical listing of words, note source of words, definitions. Give each student a dictionary and a text book that contains a glossary. List three or four words contained in both books and direct the students to look up the words in both. Compare and discuss similarities and differences between definitions in the dictionary and glossary. Lead students to conclude that the glossary definitions are usually shorter and define a word only the way it is being used in that particular book.	Reading Skills Practice Pads, "Using Glossary and Index." ALPHA, English I, Study Habits #6.

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Glossary

VOCABULARY particular, spelling

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
20. Determines definition/spelling of given word using glossary. (PT 5:24, 8:4, HS:20)	1. Locates a given word.	Given a list of words, student writes page numbers where words are found in glossary.	Textbooks with glossaries JCPS. <u>Learning Difficulties--Reading</u> . Level IX, pp. 105-106.
B-Green K-6	2. Determines definition of given word.	Student looks up given word, reads definition, and demonstrates comprehension by using the word appropriately in an oral or written sentence.	JCPS. <u>SER</u> , Language Arts, Level 13.
	3. Determines spelling of a given word using glossary.	Dictate selected words to the class. Students phonetically analyze each word to determine probable spelling and then locate word in glossary by scanning alphabetically appropriate section of glossary. After group practice class may be divided into teams and have races to locate and provide correct spelling of each dictated word.	

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Telephone Book

VOCABULARY telephone book, guide words, address, telephone number, abbreviation

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
21. Finds selected names, addresses, and telephone numbers in telephone book. (4:1) (PT 5:22, 25)	1. Locates residential section of phone book.		Gundlach, Patricia. <u>Using the Phone Book</u> . Janus, 1980.
	2. Identifies guide words for names.		Phone books
	3. Finds specific names in telephone book.	Give class a name from the phone book to look up. Students raise hands as they find name in phone book.	SAIL, "Community--Resources Skill 10."
	4. Identifies the address and telephone number with a specific name.	After obtaining previous parent permission, provide each student a phone book and the names of classmates' parents (first and last). Students find each name in phone book, write address and phone number of classmate. Alphabetize and develop class phone directory.	JCPS. SER, Language Arts, Level 11.

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Telephone Book

VOCABULARY Telephone book, guide words, address, telephone number, abbreviation

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	5. Identifies abbreviations for Road, Drive, Avenue, Parkway, Lane, Highway.	Assist students in finding a variety of abbreviations in a phone book. Make transparencies of abbreviations for direct instruction. Make matching exercises for guided practice and independent work (e.g., Road - Rd.).	Phone book Overhead projector Transparencies Teacher-prepared materials ECE--Reading Appendix 14a, Common Abbreviations.

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Telephone Book

VOCABULARY Yellow Pages, listings, rates, long distance, government, offices

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
22. Finds specific information in the Yellow Pages.	1. Locates Yellow Pages in directory.		Yellow Pages section of phone books
	2. Locates main headings in Yellow Pages.	Provide a category or topic. Have students use guide words to locate category in Yellow Pages.	SAIL. "Community Resources," Skill 11.
	3. Locates and demonstrates use of Yellow Pages index.	Provide a general category or topic (e.g., wood or computers). Have students find word in Yellow Pages index and discuss how to use the topics which are cross-referenced in order to locate a specific topic.	
	4. Uses Locality Guides within the Yellow Pages.	Look up dentists in Yellow Pages. Compare alphabetical listing with listings by locality (area of town).	

STRAND Study Skills

SUBJECT Language Arts

LEARNING Telephone Book

VOCABULARY Yellow Pages, listings, rates, long distance, government, offices

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	5. Locates telephone numbers of companies/businesses that provide a specific service/product.	Give student a list of ten problems and have them identify the category, name, and telephone number for each problem. Example: You need to have a car battery charged. Whom do you call? Have students suggest headings and look them up in index (e.g., battery, car, auto, gas station, service station). Go from index to Yellow Pages and use Locality Guide to find nearest service station.	
	6. Identifies category names and telephone numbers for given activities.	Give students a particular activity (e.g., camping trip, finding a summer job) and ask them to list five contacts that could be found in Yellow Pages.	
23. Finds answers to questions, e.g., rates, long distance information, government offices.	1. Locates information sections of phone book: White pages in front of book Blue pages (government) Business pages at end of book.	Have students determine if a given agency is operated by city, country, state, or U.S. and find the agency's listing in the Blue Pages.	Teacher-made lists SAIL, "Community Resources," Skill 12.

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Telephone Book

VOCABULARY businesses, emergency, zip code, economical

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
			Laminating equipment or transparent adhesive paper
	2. Locates telephone rates and long distance information.	Find information in front of White Pages.	
	3. Locates emergency numbers.	Give students a list of emergency agencies (police, fire department). Ask them to write the phone number for each agency. When corrected, lists may be laminated for students to take home and post by the telephone.	Teacher-made lists SAIL, "Community Resources, Skill 12. Ibid., Skill 9.
	4. Locates zip code chart.	Find chart at front of Yellow Pages.	
	5. Locates other information appropriate to personal needs.	Give students work sheets with questions such as: When is the most economical time to call long distance? What is the zip code of Jeffersontown?	

STRAND Study Skills

SUBJECT Language Arts

LEARNING Dictionary

VOCABULARY dictionary, before/between/after, estimated

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
24. Locates given word in dictionary. (1:I, 4:R#)	1. Locates beginning, middle, and ending parts of dictionary.	Have students practice opening a dictionary at the beginning, middle, end.	Dictionaries appropriate to age/needs of students
	2. Reviews alphabetical order of dictionary pages.	Provide selected words and have students practice opening dictionary at estimated location of the beginning letter.	Overhead projector Transparencies Overhead markers
	3. Locates guide words.	Make transparencies of dictionary pages. Project pages on a screen or chalkboard. Circle the first guide word and first word on page in green. Circle the second guide word and last word on page in red.	JCPS. <u>Learning Difficulties--Reading, Level IX</u> , pp. 107-109. <u>ALPHA, English I, Study Habits #2.</u>
	4. Identifies selected words as coming before, between, or after guide words.	Present a pair of guide words. Orally present words one at a time and have students tell whether word is located on that page.	

Brigance
Red F-2
Green K-8

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Dictionary

VOCABULARY pronunciation, parts of speech, syllabication, root words

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
CTBS Level F, G, H	5. Locates a selected word on page.	Given a list of words and a pair of guide words, the student will indicate if a word is located <u>on</u> , <u>before</u> , or <u>after</u> the pages with the guide words.	JCPS. SER, "Language Arts," Level 7.
25. Tells uses of dictionary. (5:R#-6:R#)	1. Finds definition of a specific word.	Give students a list of ten unfamiliar words and have them locate words in dictionary, writing down dictionary definition.	Transparencies/ Duplicating masters
B-Green K-8	2. Finds the pronunciation, parts of speech, syllabication, and root word in selected words in dictionary.	Use overhead transparencies for direct instructions on diacritical markings, abbreviations for parts of speech, root words.	<u>Reference Tools and Study Skills.</u> Milliken.
CTBS Levels F-J	3. Locates antonyms, homonyms, synonyms for specific words.		Dictionary
	4. Uses dictionary appendices to find specific information, e.g., abbreviations, conversion charts.		

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Dictionary

VOCABULARY antonym/homonym/synonym, conversion chart, abridged/unabridged, diacritical

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	5. Uses specialized dictionaries such as abridged, unabridged, geographical.	<u>Play:</u> Dictionary Drill. Each student has a dictionary. Teacher draws word from container, calls out word (and/or writes it on chalkboard). The students race to see who can find the word first. The first person to find the word stands and reads the definition. Vocabulary words from spelling or reading could be used for this game.	Words on slips of paper, dictionaries, containers for slips
	6. Tells uses of dictionary.		
26. Uses dictionary to check word definition, spelling, pronunciation, and syllabication. (5:R#, 8:M) (PT HS:18, 19)	1. Identifies misspelled words.	Give students a group of words having some misspelled words. Have students look up words in dictionary, circling words that are misspelled and spelling them correctly on paper.	
B-Green K-8	2. Uses diacritical markings to correctly pronounce unfamiliar words.		

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Dictionary

VOCABULARY antonym/homonym/synonym, conversion chart, abridged/unabridged, diacritical

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Recognizes that a given word may have multiple definitions within different contexts.	Provide a word and have students locate/read its multiple definitions in the dictionary. Provide the same word in a sentence and ask students to find which definition matches the context of the sentence.	JCPS. <u>Continuous Progress Program--Language Arts.</u> Level XI, "Basal," Voc. D.
	4. Recognizes that most dictionaries list a word's most common spelling and definition first in the sequence.	Ask students to generate sentences which use the same word in different contexts.	

STRAND Study Skills

SUBJECT Language Arts

LEARNING Encyclopedia

VOCABULARY encyclopedia, volume, compare topics

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
27. Tells uses of the encyclopedia. (5:R)	1. Describes how encyclopedia is arranged, i.e., in volumes that are alphabetically ordered. 2. Compares encyclopedia with other resource books. 3. Tells scope of an encyclopedia.	Have students use multi-volume encyclopedia to show guide letters on each volume. Explain that information is organized alphabetically. Assist students in finding words in both the dictionary and the encyclopedia. Compare the results. Turn through selected volumes of an encyclopedia. Identify the many topics contained within that volume.	Encyclopedias in media center Dictionaries <u>ALPHA, English I, Study Habits #3.</u>
28. Locates given topic in correct volume. (6:M, 7:R) (PT 8:1)	1. Locates volumes in which specific topics may be found. 2. Uses guide words in specific volumes to locate topics.	Give students a list of topics and have them write volume and page numbers where information is found. (Students could be divided into small groups for this activity.)	Teacher-made list of topics Encyclopedia

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Encyclopedia

VOCABULARY yearbooks, pictorial, graphic, skimming, paraphrase

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Uses indices within volumes.		
	4. Uses series index.		
	5. Uses yearbooks.	Help students learn to use a yearbook by finding the original entry in the main set of encyclopedias. Have students explain why yearbooks are needed.	Yearbooks for <u>World Book Encyclopedia</u> .
29. Uses encyclopedia to prepare classwork. (6:M, 7:R)	1. Locates main headings and subheadings.		Encyclopedias
	2. Locates pictorial and graphic information.		
B-Red F-4 B-Green K-4	3. Skims article for specific information.	Use overhead projector to project information on screen. Model <u>skimming</u> procedures.	Overhead projector Transparency material
	4. Paraphrases information from encyclopedia article.	Demonstrate paraphrasing of the overhead information. Let students practice making their own paraphrases orally.	Short article from encyclopedia

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Encyclopedia

VOCABULARY special/general encyclopedias

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
30. Locates different types of encyclopedias, e.g., medical, science, history, cooking, sports.	5. Paraphrases information to prepare assigned classwork.	Assign a topic and have students write/tell about the topic in their own words.	
	6. Selects a special encyclopedia volume. a. Explains purpose of the volume. b. Explains how it differs from the general encyclopedia in classroom or media center.	Students explore various types of encyclopedias in the media center. Given list of various types of information, students tell what type(s) of encyclopedias will best provide that information.	Variety of encyclopedias from media center Teacher-made list of information to be located
	7. Uses special encyclopedias to find specific information.		

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Thesaurus

VOCABULARY thesaurus, related, verbs, adverbs, adjectives

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
31. Tells purpose of thesaurus. (5:I)	1. Identifies a thesaurus.		Thesaurus appropriate to level of students
	2. Compares a thesaurus to a dictionary.	Place three words on the chalkboard. Give students time to look up words in thesaurus and dictionary.	Dictionary
	3. Tells when a thesaurus would be used.	Students tell how the entries in the books are alike/different.	
	4. Explores various sections of a thesaurus.	Copy pages from thesaurus and put on overhead transparencies Go over sections carefully with students as they locate each topic and page in their individual thesauri.	
32. Finds related words in a thesaurus. (6:R)	1. Locates selected words in a thesaurus index.	Give each student a short list of words and have students use thesaurus to find and list three synonyms for each, explaining differences in synonyms.	Teacher lists Thesaurus for each student
	2. Finds synonyms for selected words within index.		
	3. Finds related words in the thesaurus (e.g., antonyms, parts of speech: verbs, adverbs, adjectives).	Arrange a "Thesaurus Scavenger Hunt." Give students a list of words and direct them to see who can find the most synonyms within the shortest time.	

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Study Skills

SUBJECT Language Arts

LEARNING Thesaurus

VOCABULARY appropriate, context

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
33. Selects most appropriate synonym from a thesaurus. (8:M)	1. Locates synonyms for selected words within body of thesaurus..	Hold up a flashcard containing a word found in the thesaurus being used. Have students locate the word in the thesaurus. First student to locate the given word reads list of synonyms.	Teacher-prepared flash cards Thesaurus
	2. Uses cross-reference at the end of entry to locate other synonyms in thesaurus.	Have students develop personal thesaurus using words from daily reading vocabulary.	Thesaurus appropriate to level of students
	3. Selects most appropriate synonym for word in context.	Give students sentences in which one word is underlined and ask students to write the most appropriate synonym for the underlined word to fit the sentence context. (Take these sentences from daily reading selections when possible.)	

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Key: I - Introduce
R - Review/Reinforce

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- Tested by District (CTBS)

STRAND Study Skills

SUBJECT Language Arts

LEARNING School Library Skills

COURSE _____

VOCABULARY checkout cards, proper care of books, return

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
34. Selects, signs out, and returns books and media materials.	1. Describes type of book desired.		<u>Reading Skills</u> <u>Practice Pads,</u> <u>"Locating Books</u> <u>in the Library."</u>
	2. Selects desired book from given area.		
	3. Signs name on checkout card.	Let students sample checkout cards to practice writing name and room number within the small spaces.	Teacher-made sample checkout cards
	4. Takes book and card to checkout desk.	Have students role play going to the library, selecting a book, signing name and room number taking book to checkout desk.	Filmstrips: <u>Library Skills:</u> <u>The Biblio Files.</u>
	5. Cares for book in appropriate manner.	Demonstrate proper handling and care of books; model consistently and reinforce students who comply.	<u>The Library: What's</u> <u>in It for You.</u> Guidance Associates.
	6. Returns book to library within designated time.		Transparency: <u>Reference Tools</u> <u>and Study Skills.</u> Milliken.

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- Tested by District (CTBS)

STRAND Study Skills

SUBJECT Language Arts

LEARNING School Library Skills

COURSE _____

VOCABULARY media, print, fiction, biography, reference, microfilm, microfiche, video

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
35. Identifies various types of print media in library.	1. Identifies and explains uses of various types of books, e.g., picture books, fiction, nonfiction, biography, travel reference, hobbies, skills, magazines, newspapers, microfilm. 2. Locates sections of library where various types of books/media are found.	Cooperate with media specialist to provide orientation to school media center. Take students on field trip to a public library.	Filmstrips Developing Study Skills. Coronet. (E, M)
36. Identifies various sections/ services of library.	1. Locates sections of media center where special audio-visual equipment is provided. 2. Identifies special service areas and personnel, e.g., playing records, viewing filmstrips, microfiche, computers, copying. 3. Locates sections of library where research is done.	Provide instruction in use of filmstrip projectors, audio cassettes, magnetic tape card readers, film projectors, video cassettes, record players, according to needs and functioning of students. Provide introduction of student to media specialists in charge of specific content/activities, materials, and/or equipment.	

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R - Review/Reinforce

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- Tested by District (CTBS)

STRAND Study Skills

SUBJECT Language Arts

LEARNING School Library Skills

COURSE _____

VOCABULARY research, call number, author, title, publisher, copyright, illustrator, catalog

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
37. Uses card catalog and/or Reader's Guide to select books and media materials. (3:I, 12:R) (PT 8:3) B-Red F-5 B-Green K-5	1. Explains how the card catalog is organized and used. 2. Locates following information on catalog cards: call numbers (including special identifying symbols) author title publisher copyright date illustrator(s) subject	Give students a list of authors, subjects, or titles of books (minimum of 6 each). Have students locate in card catalog the two pieces of information not given. Example: author / subject / title 1. T.G.Wells/ ____/____/ 2. ____/ Cars /____ 3. ____/ ____/ The Last of The Mohicans. Have students list, by using the card catalog, three books by the same author. Give a list of books and have students identify those available in their school library by using the card catalog. Have students list three books on a given subject by using subject cards in the card catalog.	Library Card catalog JCPS. Learning Difficulties-- Reading, Level IX, pp. 110-112 ALPHA, English I, Study Habits #5. Card catalog

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STRAND Study Skills

SUBJECT Language Arts

LEARNING School Library Skills

COURSE _____

VOCABULARY left/right, Dewey Decimal System, stacks, shelves

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Applies the following guide- lines in locating media: a. Media is shelved in order from left to right. b. Fiction titles are ar- ranged alphabetically according to author's last name. c. Biographies are arranged alphabetically according to the biographer's last name. d. Nonfiction books are arranged in numerical order according to the Dewey Decimal System.	Give the student the author, a title, or a subject and have him/her use the card catalog to locate a selected book on the shelf.	
	4. Uses a call number to locate a specific: Picture book Fiction book Biography Nonfiction book Audio-visual device or material.		

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STRAND Study Skills

SUBJECT Language Arts

LEARNING School Library Skills

COURSE _____

VOCABULARY Reader's Guide

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	5. Locates a specific card or set of cards in the card catalog according to the title, author, or subject.		
	6. Locates topic or subject in <u>Reader's Guide</u> and requests material from library personnel.		<u>Reader's Guide to Periodical Literature.</u> H. W. Wilson, 1900-82. <u>Research Lab, Activity Kit.</u> SRA. (M,H)

STRAND Study Skills

SUBJECT Language Arts

LEARNING Newspaper

VOCABULARY news, newspaper, comics, feature, telecast, sports, advice, schedule

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
38. Locates comic page and/or special features.	1. Turns to comic page		<u>Newspapers in the Classroom--</u> Courier Journal and Louisville Times Newspapers.
	2. Turns to special features appropriate to level of students.	Introduce students to cooking pages, sports, advice columns, book section.	
39. Finds specific programs and their designated times in the TV section. B-Red G-2	1. Turns to TV section.		Newspaper sections containing television schedules
	2. Locates favorite TV program.		
	3. Identifies day and time the program is telecast.	Have students write a weekly schedule of the programs they watch.	

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Key: I - Introduce
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M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Study Skills

SUBJECT Language Arts

LEARNING Newspaper

VOCABULARY classified, editorial, advertisements, sports, obituaries, entertainment, weather

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
40. Locates various sections of the newspaper. CTBS Level H	1. Identifies each section (Classified, Editorial Page, Advertisements, Sports, Obituaries, Comics, Entertainment, TV, World News, Local News, Weather, Home-making, Neighborhoods). 2. Locates sections and answers questions pertaining to specific information within a section.	Give each student a newspaper. Show how a newspaper is divided into sections identified by letters: A, B, C. Show how pages are numbered A1, A2. Give students a newspaper and 10 exercises based on information in the newspaper. Have student locate specified section and write information required for each activity. Sample exercises: 1. Read a specified editorial and list the problems discussed. 2. Identify a local problem that could be solved by teen-agers in the community. 3. Locate places reported in selected stories in section B of the newspaper.	Newspapers Teacher-made lists of activities Newspapers News-lab, Activity kit. (M, H) JCPS. SER, Language Arts, Level 19.

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Newspaper

VOCABULARY world/local, homemaking, neighborhoods, journal, editor

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
		4. Classify news stories as of local, state, national international interest. 5. Pick a topic and compile a scrapbook of newspaper clippings on the topic. 6. Write a letter to the editor on a subject of interest.	
		Have students write their own questions about specific newspaper articles to be answered by classmates. Have students exchange and answer each other's questions.	Learned, Phyllis. <u>Reading a Newspaper.</u> Janus, 1978.
41. Utilizes services available through newspaper offices.	1. Locates in telephone book a listing of available departments/services. 2. Identifies which services require payment of a fee and which are offered at no cost. 3. Identifies services which may be helpful in completing an assignment, e.g., photo reprint, reader's service.	Have students notify the newspaper of an upcoming school event, e.g., festival, PTA meeting. Have students call newspaper office to obtain specific sports scores. Have students practice writing classified ads a briefly as possible to decrease the fee charged.	

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- Tested by District (CTBS)

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Work/Study Habits

VOCABULARY task, record, purpose

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
42. States verbally or writes down assigned task.	1. States or records the assigned task.	Give students assignment sheets for writing each day's assignments. Check weekly to ensure that work was completed on time and done correctly.	ALPHA, English I, Study Habits #8.
	2. States purpose of assigned task.		Filmstrips: <u>How to Study Series.</u>
	3. States specifications of assigned task: a. What is to be done b. When assignment is due c. How it is to be done	Have students keep a record of what they do outside of school over a two-week period. Then help them set up a workable schedule for studying.	

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Work/Study Habits

VOCABULARY difficulty, importance, priority, time schedule, review

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
43. Prioritizes tasks according to time needed for completion and due dates.	1. Lists tasks. 2. Determines difficulty of task. 3. Determines amount of time needed to complete each task. 4. Determines importance of tasks. 5. Arranges tasks according to priority. 6. Designs a time schedule for specified tasks.	Have students prepare time schedules for a specific duration, listing assigned tasks in order of priority. List materials and necessary steps. Instruct students to check off tasks and date when they are completed.	Filmstrips: <u>Study Skills:</u> <u>Guide for</u> <u>Survival.</u> <u>Educational</u> <u>Dimensions.</u> <u>Studying for</u> <u>Success.</u> Eyegate Media, Inc.
44. Uses a work/study schedule. Brigance* Red G-1	1. Makes a work/study schedule. 2. Chooses a study location. 3. Gathers necessary materials for tasks. 4. Completes each task on time.	Use a timing device to orient students in thinking correctly about length of time needed to complete a task (e.g., 10 minutes to write three sentences).	Small timer, alarm watch, stop watch, egg timer <u>ALPHA, English I,</u> <u>Study Habits #8.</u>

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Work/Study Habits

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	5. Reviews completed assignment.	Encourage students to use a work/study schedule by making a large demonstration model for the classroom.	
	6. Turns in work on or before deadlines.		
	7. Checks off tasks as they are completed.	Assist students in following individual work/study schedules by reinforcing approximations of the desired behaviors, if necessary.	
	8. Uses a work/study schedule consistently.		

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Note Taking

COURSE _____

VOCABULARY notes, main points, major/minor, oral/written

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
45. Identifies major points in oral or written presentation.	1. Attends to oral or written presentation. 2. Responds to questions regarding oral or written presentation. 3. Chooses main points of presentation from a list of three or more main points. 4. Identifies major points in oral or written presentation.	Permit students to watch a film or telecast, then copy the main points related to the visual lesson as stated by the teacher. Give student a short selection (written or oral) and ask student to take notes using the following guidelines: a. Read carefully--look up words you don't know. b. List main ideas and facts that answer questions about your topic. c. Use short phrases in your notes. d. Use your own words. Give students practice in identifying main points by using all classroom activities, oral and written, as vehicles for practice.	JCPS. <u>Continuous Progress Program</u>. Level XI, Listening--D. Filmstrips: <u>Taking Notes</u>. <u>How to Study Series</u>. (M, H) <u>Taking Better Notes</u>. <u>Studying for Success Series</u>. <u>Eyegate</u>. (M, H)

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Key: I - Introduce
R - Review/Reinforce*

M - Master
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- Tested by District (CTBS)

STRAND Study Skills

SUBJECT Language Arts

LEARNING Note Taking

COURSE _____

VOCABULARY main/supporting, reference, review, outline, file

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
46. Classifies information into main ideas and supporting ideas. (6:I)	1. Records relevant information from oral or written presentation.	Provide short, taped presentations and written or taped feedback for self-checking.	Audio tapes Teacher-made feedback
	2. Selects main idea(s).	Use study guides (Appendix C) to help select main and supporting ideas.	Teacher-made study guide
	3. Selects supporting ideas.		<u>Specific Skills,</u> <u>Main Ideas.</u> <u>Barnell Loft.</u>
	4. Classifies information into main and supporting ideas.	Give student a scrambled paragraph. Have student select main idea and arrange supporting ideas in correct sequence.	Transparencies: <u>How to Study.</u> Nos. 5-9. Channing Bete Company.
47. Uses notes for future reference. (10:R)	1. Locates specific information in notes previously recorded.		<u>Learning How to</u> <u>Learn: Project</u> <u>STILE.</u>
	2. Reviews notes before taking tests.	Check notes weekly for content and for quality.	<u>ALPHA, English I,</u> <u>Study Habits #7.</u>
	3. Uses notes to write outlines for reports.	During guided practice, assist students in selecting main and subordinate ideas from notes.	Copies of notes on overhead transparencies
	4. Saves notes for future reference.	File notes according to a workable system.	File folders

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Key: I - Introduce
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STRAND Study Skills

SUBJECT Language Arts

LEARNING Interviewing for Information

COURSE _____

VOCABULARY interview, permission, appointment, organizes

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
48. Tells purpose of interview.	1. Defines an interview.	Discuss various reasons/ settings for interviews.	Selected career/pre- vocational instruc- tional materials in school media center
	2. States reasons for interviewing.		
49. Organizes for interview.	1. Decides purpose for a specific interview.		
	2. Selects person to interview.	Interview a classmate: Choose classmate to interview.	Cassette recorder and tapes
	3. Acquires permission for interview.	Choose a topic for interview.	Pencil and note paper
	4. Makes appointment for interview.	Arrange for interview with student.	<u>SAIL, Prevocational Skill 24.</u>
	5. Grooms appropriately for interview.	Write 6 or more questions to ask.	
	6. Lists appropriate questions to ask during the interview.		
	7. Arranges questions in logical order.		
	8. Organizes materials for interview.		

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Interviewing for Information

COURSE _____

VOCABULARY prepare, probe, check, accurate, guidelines

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
50. Conducts interview.	- Asks prepared questions at interview. - Asks spontaneous, pertinent questions during the interview. - Writes or takes notes during the interview. - Probes to elicit more detailed information. - Checks information with person being interviewed. - Closes interview by asking the person being interviewed if (s)he has anything more to say and expresses gratitude for interview.	Have student role play conducting an interview: - ask questions - write key words and phrases to help remember information Have them follow up the "interview" by writing a report of the procedures. Have students who were "interviewed" check the information for accuracy. Should be revised if necessary. Have students interview selected school personnel following the above guidelines. Share the interview reports with other learners. Encourage students to critique reports using previously agreed-upon standards.	

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Key: I - Introduce
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STRAND Study Skills

SUBJECT Language Arts

LEARNING Outlining

COURSE _____

VOCABULARY main/subordinate, format, capital letters, paragraphs, details

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
51. Identifies main and subordinate ideas in a written selection.	1. Chooses main idea in a written selection.	Select main and subordinate ideas as indicated in study guides.	JCPS. <u>SER</u> , Language Arts, Level 15.
B-Green K-3	2. Selects subordinate ideas in a written selection.	Have students cut sentences from paragraphs and arrange in main and subordinate form.	<u>Reading Skills</u> <u>Practice Pads</u> , "Outlining." Teacher-made study guides for content area learning
52. Puts main and subordinate ideas into outline format. (5:I)	1. Writes main and subordinate ideas on skeletal outline form.	Give student a short selection (minimum of three paragraphs). Have students write in outline form appropriate headings and subheadings, symbols, and details.	JCPS. <u>Continuous Progress Program</u> , Language Arts Level XI, Research Skills--D.
	2. Writes main topics in outline form using Roman numerals.	Direct students to write outline on sentence strips and arrange in correct order.	

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Outlining

COURSE _____

VOCABULARY presentation, talk, speech, lecture, oral, visual aids

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Writes subordinate ideas in outline form under appropriate main topics using capital letters.	Sample Outline Format (to be given to students): I. First main idea A. Fact about first main idea B. Fact about first main idea II. Second main idea A. Fact about second main idea B. Fact about second main idea III. Third main idea A. Fact about third main idea B. Fact about third main idea	
53. Uses outline as basis for developing oral presentation. (9:R)	1. Chooses topic. 2. Defines length of time for making oral presentation. 3. Develops outline with main and subordinate points in logical sequence. 4. Makes oral presentation covering main and subordinate points in logical sequence.	Have student select a topic already familiar to him/her. Discuss relationship between length of time for presentation and amount of detail in outline. If student has difficulty reading, have him/her sequence a set of visual aids (pictures, maps, charts) as a substitute format for main and subordinate points.	Overhead projector Opaque projector Slides Large pictures Shadow pictures

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Making Reports

COURSE _____

VOCABULARY locate, gather, resources

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
54. Locates and gathers information.	1. Chooses topic for report	Ask each student to pick a topic, write it down, but not show it to anyone. Have each student to write three sentences about own topic. Let other students try to deduce the topic.	Filmstrip. <u>How to Study Series: Research Papers.</u> Prentice Hall Media.
	2. Decides what questions are to be answered in the report.		
	3. Identifies resources that are to be used in the report.	Divide students into groups of two or three to discuss resources and to make their selections.	Encyclopedia, books, newspapers <u>Other Materials</u> <u>Reference Tools and Study Skills.</u> Milliken.
	4. Uses resources to locate information on topic.		
	5. Locates and gathers information.	Have students use information learned in the media center (School Library Skills) to research and gather information for reports.	"Read It Right." Pal Practical Living Series.

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Surveys

COURSE _____

VOCABULARY survey, fact/opinion/choice

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
57. States purpose of a survey.	1. Defines the term <u>survey</u> . 2. States reason for conducting survey. 3. Determines population to be surveyed.	Students brainstorm reasons for surveys and, based on reasons, decide on appropriate populations to be surveyed. Conducts survey in classroom to demonstrate uses of different types of questions. Students decide whether questions are fact or opinion.	
58. Constructs survey.	1. Decides types of questions to be asked: (fact, opinion, choice). 2. Decides specific questions to be asked in survey. 3. Decides how survey is to be conducted: oral or written. 4. Writes questions for survey.	Give students possible reasons for surveys. Have them decide what types of questions should be selected to conduct each survey. Provide examples of surveys for students to review. Remove means of identification, e.g., titles. Students conclude purpose and type of survey through deduction.	Copies of previously used surveys

STRAND Study Skills

SUBJECT Language Arts

LEARNING Making Reports

COURSE _____

VOCABULARY index cards, rough draft, edits, final draft, bibliography

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
55. Organizes information. (6:I, 12:R)	1. Takes notes on index cards.	In a group situation, teach students to write down four or five facts about each topic.	Index cards
	2. Organizes note cards according to topic and subtopics.		JCPS. SER, Language Arts, Level 18.
	3. Puts information in outline form.	See Learning "Outlining." pp. 48, 49.	Transparencies: <u>How to Study.</u> Nos. 11 and 12.
	4. Writes rough draft of report using outline.		
56. Presents report, including references. Woodcock-Johnson (proofing section)	1. Edits rough draft.		Copies of bibliographies
	2. Follows prescribed writing format.		
	3. Makes final draft of report.		Research Lab. Activity kit. SRA.
	4. Lists references in bibliographic form.	Have students write a bibliography including these five features: Author of book Title of book City and state of publication Publisher Copyright date	
	5. Presents report, including references.		

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Key: I - Introduce
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STRAND Study Skills

SUBJECT Language Arts

LEARNING Surveys

COURSE _____

VOCABULARY conducts, compiles, states conclusions

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
59. Uses survey to gather information and develop a report.	1. Conducts survey. 2. Compiles results of survey. 3. States conclusions from survey. 4. Reports results of survey.	Students conduct a survey and present results visually and orally by using pictorial representation and/or charts and graphs. For students functioning at higher levels, written surveys and reports can be expected.	

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Test-taking

COURSE _____

VOCABULARY strategies, physically/emotionally, adequate, scans, multiple-choice

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
60. Prepares physically and emotionally for testing.	1. Gets adequate sleep the night before a test. 2. Eats a nutritious breakfast the morning of a test. 3. Dresses comfortably for test conditions. 4. Arrives at testing site on time. 5. Brings necessary supplies to test situation. 6. Uses relaxation techniques to reduce test anxiety.		See ECE Curriculum K-12: Reading, Appendix 37. Transparency: How to Study, No. 13.
61. Develops a variety of test-taking strategies and selects those appropriate to test format.	1. Scans test to determine types of questions (true and false, fill-in-blank, multiple choice, short answer, essay, matching, identifying parts of diagrams). 2. Listens to/reads test directions.	Have students practice taking different kinds of test: multiple-choice, true or false, essay, open-book. Discuss strategies to be used with each format.	Filmstrips: <u>How to Study Series</u> . ClearVue. Dobbin, John. <u>How to Take a Test</u> . McGraw-Hill, 1981. (Examples and practices for all kinds of tests)

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Test-taking

COURSE _____

VOCABULARY true/false, essay, open book, matching, short answer

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Estimates time needed for each section.		
	4. Determines whether there is a penalty for guessing.		ALPHA English I, Study Habits #9.
	5. Recognizes and uses key words (e.g., always, never, not, all, none).		
	6. Reads all choices in answer field before filling in blank or choosing response.	Conduct review of old test formats. Give guided practice for understanding tests and giving accuracy and speed.	Copies of out-of-use tests
	7. Recognizes distractions and minimal differences in response choices.	Use study guides in desired format.	JCPS. ECE Curriculum K-12: Reading, Appendix 39.
	8. Responds first to test items that he/she knows.		
	9. Eliminates obviously wrong answers.		
	10. Rereads confusing questions and asks questions when permitted.		

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Test-taking

COURSE _____

VOCABULARY straightedge, corresponding

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	11. Puts answer in appropriate places a. by keeping place on answer sheet corresponding to test booklet, b. limiting answer to given space.	Give students practice in filling in circles; filling in blanks. Encourage students to use straightedge for keeping place on answer sheet.	
	12. Checks over answers before turning in test.		
	13. Asks for feedback on test responses marked incorrect.		
62. Prepares mentally (academically) for testing.	1. Recognizes teacher's style and expectations. 2. Underlines text and notes. 3. Outlines material/notes/tape recordings. 4. Begins preparations for testing a few days before the test date.	Have students add a column of figures or do a task that requires intense concentration. Try it with the radio on, with it off; try it while another group is talking.	Filmstrips: <u>Developing Test-Taking Skills.</u> Grades 4-5. SVE. <u>Test-Taking Adventures of the Lollipop Dragon.</u> Grades 1-4. SVE.

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Key: I - Introduce
R - Review/Reinforce

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STRAND Study Skills

SUBJECT Language Arts

LEARNING Test-taking

COURSE _____

VOCABULARY studies, reviews

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	5. Reviews main points and/or information.		Filmstrips: <u>Studying for Success</u> . Eyegate Media, Inc. (M, H)
	6. Studies content on a daily basis with tests in mind	Assist students in identifying and analyzing the following test formats: multiple choice, true and false, short-answer, fill-in-the-blanks, matching, essay, identifying parts of diagrams.	<u>Study Skills: Guide for Survival</u> . Educational Dimensions. (H)
	a. Uses appropriate study methods		
	b. Demonstrates positive attitude toward tests		
	c. Identifies variety of test formats	Prepare study guides based on test formats.	<u>Basic Communication Skills</u> . Learning Tree. (E, M)
	d. Bases study on test formats		
	e. Uses returned tests as basis for anticipating future formats	Use multiple recitation as a study device. (Appendix 39a).	

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Handwriting	SUBJECT	Language Arts
LEARNING	Posture	COURSE	

VOCABULARY back straight, feet flat, head up, slant, hold in place, relaxed

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
63. Demonstrates correct sitting position at table or desk.	1. Sits in chair. 2. Sits with back straight. 3. Keeps feet flat on floor. 4. Holds head up.	Model for students and have students imitate. Demonstrate right/wrong positions and ask students to identify correct positions, telling why they are correct.	Position charts in teacher's guide for handwriting. (T)
64. Positions paper correctly for writing.	1. Slants paper to left at 45° angle if right-handed. 2. Slants paper to right at 45° angle if left-handed.	Demonstrate, taping paper to student's desks if necessary.	Lined writing paper, assorted pencils (E, M, H)
65. Positions arm and hand correctly for writing.	1. Keeps both arms on desk. 2. Uses non-writing hand to hold top of paper in place. 3. Keeps writing hand relaxed.		

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

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STRAND Handwriting

SUBJECT Language Arts

LEARNING Posture

COURSE

VOCABULARY index finger, steady

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	4. Grips writing instrument lightly between thumb and second finger with index finger on top of writing instrument, about an inch above its point.	Place tape or rubber band on pencil to help student hold it at the right place.	Pencil, tape, masking tape, rubber band
	5. Uses light, steady pressure on paper.	Have students draw shapes that relate to manuscript letters, i.e., circles, triangles, rectangles. Be sure to point out how a triangle is like an A, a rectangle similar to an N, a circle to an O or a Q.	Pictures of common shapes or templates of squares, rectangles, circles, triangles Pencils and unlined paper DLM Shape Templates DLM tracing paper

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND • Handwriting

SUBJECT Language Arts

LEARNING Manuscript Writing

COURSE

VOCABULARY vertical, horizontal, circular, diagonal, oblique, trace, copy

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
66. Reproduces vertical, circular, horizontal, and oblique lines. K:I	1. Traces solid lines. 2. Traces dotted lines. 3. Makes lines with teacher guiding hand. 4. Makes lines as teacher demonstrates. 5. Copies from a visual model. 6. Produces lines from memory.	Make heavy lines on newsprint; have student trace, being careful to "stay on the road." Have students trace on chalkboard or other appropriate vertical surface. Guide student's hand while writing on horizontal surface. Write simultaneously with students. Have students copy lines after teacher demonstrates. Show students sequence of lines, patterns and have them try to reproduce a simple pattern without looking at the model.	Chalkboard, chalk, paper, pencil overhead projector, pegboard JCPS. SER, Handwriting, Level 1. Teacher-made models of lines, patterns appropriate for the student

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Handwriting	SUBJECT	Language Arts
LEARNING	Manuscript Writing	COURSE	

VOCABULARY lower-case, upper-case, middle dotted line

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
67. Copies letters/numerals/ words from a manuscript model. 1:I and M	1. Uses left to right progression consistently. 2. Prints lower-case letters. a. (i, l, t) b. (v, w, y) c. (o, c, a, e) d. (m, n, b, r, a) e. (h, s, u, p) f. (g, d, j, f) g. (x, z, k)	Provide model of manuscript letters and numerals. Demonstrate left to right progression. Draw arrow across top of paper to reinforce direction. Draw a green line in left margin (go), and a red line in right margin (stop). Use music board liner to make three parallel lines on board. (Use different color chalk in the center.) Let some students practice on board while others use paper at their desks/tables.	Overhead projector (E) Music chalkboard liner Lined writing paper, grades 1 and/or 2 JCPS. SER, Handwriting, Level 2.

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND • Handwriting

SUBJECT Language Arts

LEARNING Manuscript Writing

COURSE

VOCABULARY base line, top line, space

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Prints numerals 1-10.	Demonstrate writing letters and/or numerals on an overhead projector, making each line individually, explaining as the writing occurs.	Overhead projector Transparent paper Overhead pen
	4. Prints upper-case letters a. (L, H, T, F, E, I) b. (V, W, A, M, Z, X, N, Y, K) c. (O, B, C, P) d. (D, G, R, Q) e. (J, U, S)		Palmer Method Manuscript. Book 1. A. N. Palmer, 1979.
	5. Stays within base and top lines.	Demonstrate for students on transparency or chalkboard.	Color-cued control paper Dot-to-dot pattern sheets (E)
2:R	6. Uses correct spacing between words and numerals.	Show students how to use their index fingers to space between words/numerals or cut pieces of tagboard to use as spacers.	Paper, pencil

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Handwriting	SUBJECT	Language Arts
LEARNING	Manuscript Writing	COURSE	

VOCABULARY print, address, phone number, word, sentence, paragraph

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
1:M	7. Prints own name.	Have students copy information from cards on desks.	Sentence strip with student's name, address, and phone number taped to desk
	8. Prints street address and phone number.		
	9. Prints simple words.	Have students brainstorm for seasonal or categorical words and write on chalkboard for students to copy.	Chalkboard, paper, pencil
	10. Copies simple sentences.		JCPS. SER, Handwriting, Levels 2-5.
	11. Copies simple paragraphs.	Have students name items in classroom; have them copy these words to make labels for pre-reading experiences.	Palmer Method Manuscript. Books 1 and 2.
		Have students help compose and write a one-paragraph "diary" on the chalkboard each week while they are learning to write. (Most can copy and read it to parents.)	

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Handwriting	SUBJECT	Language Arts
LEARNING	Manuscript Writing	COURSE	

VOCABULARY upper-case, lower-case, numerals, spacing sentence, paragraph, pets, holiday, hobby, family

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
68. Prints words without a model. I: I and M WJ: Subtest 18	1. Prints lower- and upper-case letters and numerals from dictation with proper spacing.	Dictate letter names and numeral and have students write the correct letter.	Paper Pencils, tape, tape recorder, tape
	2. Prints all upper- and lower-case letters and numerals from memory with proper spacing.	Record the letter names and numerals on tape and let students practice writing letters alone.	Magazine, paper, pencil, crayon
	3. Prints simple words from memory.		Words from beginning reading lessons
	4. Draws a picture and writes a simple caption.	Have students draw pictures and think of simple captions.	Paper, crayons, pencil
	5. Prints simple sentences.	Have students brainstorm for ideas or topics e.g., holidays, sports events, hobbies, family, pets.	Paper, pencil, chalkboard
	6. Prints simple paragraphs.	Have students write a simple note to a friend.	

Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Handwriting

SUBJECT Language Arts

LEARNING Cursive Writing

COURSE

VOCABULARY curved, solid, dotted, under/over

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
69. Reproduces curved lines: right/left, under/over. 3:I	1. Makes lines from model with teacher guiding hand. 2. Makes lines with teacher demonstrating. 3. Traces solid curved lines. 4. Traces dotted curved lines. 5. Copies from model. 6. Reproduces from memory-- right/left curve, under/over curve.		Charts with desired curved forms placed appropriately on lines Chalk, chalkboard, paper, pencil JCPS. SER, Handwriting, Levels 6 and 7. Teacher-made or commercial writing paper with solid and dotted curved lines

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Handwriting

SUBJECT Language Arts

LEARNING Cursive Writing

COURSE

VOCABULARY write, connect, handwriting, writing paper

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
70. Reproduces lower-case letters in cursive form.	- Writes lower-case letters (u, i, t). (l, f, s). (e, j). (p, r, w). (o, a, c). (d, g, h). (b, q, k). (n, m, v). (x, y, z). - Connects lower-case letters.	Model writing each letter and have students imitate. Practice on handwriting paper appropriate for each student's level of ability. Demonstrate how letters are connected. Students imitate; check each students movements through the sequences.	Chalkboard, chalk paper, pencils, overhead, transparencies Overhead projector Chalkboard Chart paper Markers

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Handwriting	SUBJECT	Language Arts
LEARNING	Cursive Writing	COURSE	

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
71. Reproduces upper-case letters in cursive form.	1. Writes upper-case letters a. (A, O, C, D, E, L). b. (H, K, M, N). c. (W, X, U, Y, V, I, P). d. (J, S, G, R, Q). e. (B, J, F, Z).	Model writing for students; have them imitate.	Chalkboard, chalk paper, pencils/pens overhead, transparencies <u>Palmer Method</u> <u>Transition to</u> <u>Cursive.</u> Book 3.
	2. Connects upper-case letters to lower-case letters.	Demonstrate how upper-case letters can be connected to lower-case letters. Students imitate; check students' movements through the sequence.	Overhead projector; Chalkboard and colored chalk; chart paper
	3. Writes name.	Have students copy name written on a lined index card.	Index cards, paper, pencil or pen

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Handwriting

SUBJECT Language Arts

LEARNING Cursive Writing

COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
72. Copies legibly in cursive form. 4:M	1. Uses left to right progression consistently. 2. Writes with correct slant. 3. Uses correct letter size. 4. Writes with correct spacing.	Draw straight lines through letters to assess which letters are off slant. Use overlays as guides to letter shape, size, and slant. Explain that space should be a little more than one lower-case letter.	Writing paper, pencil JCPS. <u>SER</u> , Handwriting, Level 5. Teacher-made or commercial overlays of cursive letters, upper- and lower-case

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Handwriting	SUBJECT	Language Arts
LEARNING	Cursive Writing	COURSE	

VOCABULARY dictation

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
73. Writes legibly in cursive form using a variety of instruments B-Green (Writing J-3)	1. Copies words/sentences on board with chalk. 2. Writes words/sentences from dictation with pencil. 3. Copies paragraphs from books with felt-tip pen. 4. Writes paragraphs from dictation using ball point pen.	Have students dictate sentences to each other. Have students apply knowledge of cursive writing by completing all written assignments in cursive.	Board, chalk, paper, and pencil Paper and pencil Markers, pens, colored pencils, chalk, crayons JCPS. SER. Handwriting, Levels 8-13.

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Precomposition Skills	COURSE	

VOCABULARY thoughts, drawing, scribe, communicate

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
74. Communicates thoughts/ ideas in a drawing.	1. Generates thoughts orally as part of a group. 2. Illustrates thoughts with a drawing. 3. Generates own ideas. 4. Draws pictures to communicate own ideas.	Stimulate student's creative thinking by slides, movies, stories, nature walks, field trips, pictures, show-and-tell. Lead students in discussing thoughts/ideas generated from shared activities. Have students draw pictures illustrating their ideas gained from group discussion. Help students choose specific topics from a general category and draw a picture that communicates their topics to others.	Crayons, markers, drawing paper, pencils, cassette recorder and tape, pictures, magazines
75. Communicates ideas orally in a group to a scribe.	1. Generates idea orally in group from stimulus.	Bring in classroom speaker on appropriate topic: (e.g., careers, smoking, drugs, alcohol, a foreign country).	Community leaders, Special interest group representatives. JCPS. SER, Composition, Levels 2, 4.

Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Precomposition Skills	COURSE	

VOCABULARY topic, subtopic, dictates

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	2. Takes turns dictating to a scribe.	Follow up speaker's presentation with group discussion of topic.	
	3. Generates ideas orally in group without a stimulus.		
	4. Rearranges remarks in logical order.	Have students dictate group ideas and/or opinions to a scribe.	Responsible student/volunteers who can write from dictation
	5. Dictates the group's ideas to scribe.	Scribe and teacher assist in ordering dictation.	
		Have scribe read final composition to group when finished.	
76. Communicates orally individually to a scribe or into a recorder	1. Generates a topic as an individual using a stimulus.	Bring in classroom speaker on appropriate class topic: e.g., careers, smoking, drugs, alcohol, a foreign country, hobbies.	Pictures, magazines, teacher-made list, tape recorder, tapes, volunteers
	2. Develops subtopics.		
	3. Places subtopics in logical order.	Follow up speaker presentation with group discussion of topic.	Story Sparkers. Educational Insights. (M, H)
	4. Dictates to a scribe.		

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Composition
LEARNING Precomposition Skills

SUBJECT Language Arts
COURSE

VOCABULARY composition

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	5. Generates a topic without a stimulus.	Have students dictate group ideas and/or opinions to a scribe.	
	6. Develops subtopics.	Have scribe show and read final composition to group when completed.	
	7. Places subtopics in logical order		
	8. Dictates individual ideas to scribe.		

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Beginning Composition	COURSE	

VOCABULARY diary

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
77. Writes using invented spelling.	- Writes name of picture invented spelling (i.e., teacher accepts student's attempts at written spelling without making corrections). - Writes phrase describing picture using invented spelling. - Writes several sentences describing an activity in which the student has participated. - Writes a daily "Diary" in own spelling.	Select a picture and have students verbalize captions. Have students draw their own pictures and write appropriate captions. Have students draw pictures; students then trade pictures and write appropriate captions on classmates' pictures.	Story book, paper, crayons, markers JCPS. <u>SER</u>, Composition, Level 5. ALPHA, English II, Vocabulary Composition #18. Think--Draw--Write Level 1 (gr. 1-3); Level 2 (gr. 4-6). Fearon. (E, M) Before and After Sequential Cards. Nos. 465, 466, 711, 717. DLM. (E) JCPS. <u>Handbook for Teachers of Young Authors</u>. (E)

STRAND Composition
LEARNING Beginning Composition

SUBJECT Language Arts
COURSE

VOCABULARY spell, sentence

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
78. Writes sentences that include words that student has learned to spell. (1:I) CTBS - F, G, H, J	1. Writes sentences using known words from spelling list. 2. Writes sentences describing picture with known words. 3. Writes four or five sentences about a topic sentence including some words the student has learned to spell.	Have students generate sentences using topic related to current events, class activity, or season. Show pictures of vocations/careers; have students write sentences describing them.	Spelling word list JCPS. <u>SER</u> , Composition, Levels 4-6, 9. <u>ALPHA, English II</u> , Vocabulary Composition # 5, 6.
79. Puts written sentences in logical order. (2:I)	1. Writes sentences denoting what happened at a known event. 2. Writes sentences denoting what may have happened before the known event. 3. Writes sentences denoting what happened after the known event. 4. Sequences sentences in logical order.	Using sentence strips, record the activities that took place during a field trip, class activity, or other school event. Have students place sentence strips in correct order. Brainstorm directions, e.g., how to change a tire, bake a cake, get to the school office, repair a bike. Have students sequence and write directions.	"Before and After <u>Sequential Cards</u> Nos. 465, 466, 711 and 717.

Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Sentence Construction	COURSE	

VOCABULARY subject, predicate, simple sentence, fragments, statements

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
80. Identifies a sentence. (1:I) B, C, D, E, CTBS - F, G, H, J	1. Identifies a sentence as being one or more words expressing a complete thought. 2. Identifies subject of a sentence. 3. Identifies predicate. 4. Identifies simple sentences. 5. Identifies sentence fragments.	Have students orally generate sentences using a given number of words. Distinguish between sentences and fragments heard in oral speech. Give a list of phrases and sentences; students will identify which are sentences.	Riddle, Susan. Basic Language Units--Grammar (Readability 4.0) Continental Press, 1980. (E, M) JCPS. SER, Composition, Levels 4, 10, 14.
81. Identifies types of sentences. (1:R)	1. Identifies-- Declarative or telling sentences (statements) Interrogative or question sentences Imperative or command sentences Exclamatory or surprise sentences 2. Identifies complex sentences (with phrases). 3. Identifies run-on sentences. 4. Identifies compound sentences.	Have students brainstorm on a topic and record their conversation. Using the recorded ideas, create duplicated copies of sentences and have students identify types of sentences they spoke. Have students identify types of sentences from a page from plays, textbooks, or novels.	S: Composition: Levels 4, 10, 14 ALPHA, English II, Sentences/Paragraphs #1. JCPS. ECE Curriculum K-12: Reading Appendix 32. Tape recorder Appropriate plays from school media center

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	• Sentence Construction	COURSE	

VOCABULARY declarative (telling), interrogative (asking), imperative (command), exclamatory (surprise) compound, complex, run-on

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
82. Composes original sentences. (1:1)	1. Composes a simple sentence orally.	Provide sentences with either subject or predicate missing.	<u>Distar Language Series, Level III.</u> SRA. (E, M)
B-Green J-6, 7 B-Red H-4, 5	2. Copies a model sentence.	Have the student fill in missing parts.	Forte Imogene. <u>Kids Stuff: Reading and Language Experiences.</u> Incentive Pubs.
	3. Finishes incomplete sentences.	Use open ended sentences e.g., "I feel ____."	
		Have students compose complete sentences from fragments.	
	4. Composes original sentences.		<u>ALPHA, English II, Sentences/Paragraphs #3.</u> (E, M)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Capitalization	COURSE	

VOCABULARY names, beginning word

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
83. Capitalizes own name.	1. Identifies name written in manuscript/cursive. 2. Writes first name in manuscript/cursive, capitalizing the first letter. 3. Writes first, middle, and last name in manuscript/cursive, capitalizing the beginning of each word.	Provide a set of names of the students in the classroom; have each student identify own name and write it on the chalkboard using proper capitalization.	Sentence strips Chalk Chalkboard SAIL, Reading and Writing, 1, 9, 15.
84. Writes capital letters at the beginning of a sentence. (1:I)	1. Identifies beginning letter of a sentence. 2. Inserts beginning capital letters in model sentences. 3. Capitalizes beginning words of own sentences.	Give sentences with first word underlined. Students will copy sentences and capitalize first word. Provide sentences with no beginning capitalization. Have students capitalize beginning words.	JCPS. ECE Curriculum, K-12: Reading Appendix 32. Duplicating Masters: Capitalization and Punctuation. Frank Schaffer. (E, M) JCPS. SER, Composition, Levels 6-8, 9, 10. ALPHA, English II, Capitalization #1, 2.

WJ: Proofing

B-Green J-6
B-Red H-4

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Capitalization	COURSE	

VOCABULARY noun, proper noun, common noun

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
85. Capitalizes proper nouns. (2:1, 2:#)	1. Differentiates between common and proper nouns.	Prepare matching columns of common and proper nouns. Example:	Appendix 23.
WJ: Proofing	2. Capitalizes proper nouns.	dog church street month state rover baptist main december kentucky	Riddle, Susan. Basic Language. Unit: Mechanics. (Readability 4.0) (E, M)
CTBS - D, E, F, G, H, J		Have students distinguish between related nouns and capitalize proper nouns.	JCPS. SER, Composition, Level 7.
B-Green J-6		From sentences on work sheets have students draw line through letter that should be capitalized and write correct capital above it.	ALPHA English II, Capitalization #1.
B-Red H-4			Paper, pencil Teacher-made work sheets
			Distar Language, Level III. (E, M)
		Have students write the day of the week and months of the year, capitalizing the first letter of each.	Kit: Capitalization and Punctuation (Series A-F), Gr. 1-9 Barnell Loft.
		Have students write holidays, capitalizing the first letter of each word.	
		Have students write names of people, capitalizing the first letter of each.	

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STRAND	Composition	SUBJECT	Language Arts
LEARNING	Punctuation	COURSE	
VOCABULARY period, question mark, abbreviation			

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
86. Identifies the functions of periods, question marks, exclamation points, and quotation marks. (1-2:1#) (3:M#) WJ: Proofing CTBS - D, E, F, G, H, J B-Green J-7 B-Red H-5	1. Identifies the functions of a period: Identifies a period. Identifies sentences that are statements or commands. Puts a period at the end of a statement or command. Puts periods after abbreviations. Puts periods after initials.	Provide condemned books, duplicated work sheets, old magazines and ask students to circle all periods in given selections. Provide sentences, names with initials, abbreviations, and have students place periods appropriately. Have students recognize and correctly punctuate words in list of abbreviations. Have students use periods in abbreviations of person's title (Dr., Mr., Mrs., Ms., Rev.). Give a work sheet containing paragraphs and have students place periods where appropriate.	See Appendix 34. Kit: Capitalization and Punctuation. Grades 2-4. Pencil, pen, teacher-made dittos JCPS. <u>SER</u>, Composition. <u>ALPHA English II</u>, Punctuation #1, 2, 5. Pen Pencil Teacher-made dittos

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Punctuation	COURSE	

VOCABULARY question, words

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	2. Identifies the functions of a question mark: Identifies a question mark. Identifies sentences that ask questions. Uses a question mark at the end of a question.	Assist students in auditorially differentiating between statements and questions. Teach question words: who, what, when, where, why, which, how, is, are. Teach students to change statements to questions and vice versa. Provide sentences (statements and questions) and have students place periods or question marks as needed.	Riddle. Basic Language Unit: Mechanics. (Readability 40). (E, M) Distar Language. Level III. (E, M)

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Key: I - Introduce M - Master # - Tested by District (CTBS)
R - Review/Reinforce E - Enrichment

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Punctuation	COURSE	

VOCABULARY exclamation point

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Identifies the function of an exclamation point: Identifies an exclamation point. Identifies sentences or phrases that express excitement or strong emotion. Uses an exclamation point at the end of an exclamatory sentence or interjection.	Demonstrate orally an exclamation or interjection: "The house is on fire!" "Don't touch that!" "Ouch!" Have students orally give examples of exclamations and interjections. Give students a series of exclamatory sentences and direct them to place exclamation points appropriately. After oral practice, give students a variety of sentence types. Have them identify the exclamations and place punctuation accordingly.	JCPS. ECE Curriculum K-12: <u>Reading</u> , Appendix 34. Riddle. <u>Basic Language</u> <u>Unit: Mechanics.</u> (Readability 4.0).

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Punctuation	COURSE	

VOCABULARY quotation marks, direct quotation, comma

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	4. Identifies the functions of quotation marks: Identifies quotation marks. Identifies use of quotation marks for direct quotation. Identifies use of quotation marks for enclosing a word or phrase. Identifies use of quotation marks for enclosing titles of an article or chapter in a publication.	Illustrate orally how quotation marks are used to show words of person speaking. Have students underline what a person is saying on a written work sheet and place quotation marks around only what is directly stated. Have students place quotation marks around direct quotation without underlining.	<u>Distar Language.</u> Level III. (E, M)
87. Identifies the functions of commas, apostrophes, colons, semicolons, hyphens, dashes and parentheses. (2-3:I#) (6-8:R#)	1. Identifies the function of a comma: Identifies shape of comma. Identifies placement of commas in sentences. Uses the comma in writing. Uses appropriate expression as commands are encountered in oral reading.	Have students identify and circle commas on pages of written material. Demonstrate the various placements of commas, e.g., to separate items in a series, set off names of persons being addressed, before <u>too</u> and <u>also</u> .	Out-of-use books Work books Teacher-prepared work sheets Laminated pages from magazines JCPS. ECE Curriculum K-12: <u>Reading</u> , Appendix 34.
203 WJ: Proofing CTBS: D, E, F, G, H, J			204

Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Punctuation	COURSE	

VOCABULARY apostrophe, colon

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
B-Green J-7 Red H-5	2. Identifies the function of an apostrophe: Distinguishes location of apostrophe in comparison to comma. Defines uses of apostrophe. Reads words with apostrophes. Defines placement and meaning of apostrophe in specific words. Uses apostrophe in writing. 3. Identifies the function of a colon: Identifies a colon. Identifies the uses of a colon. Uses a colon in written form.	Provide sentences with missing commas and have students place commas where appropriate. Have students insert apostrophes where appropriate in contractions and possessives. Distribute work sheets or pages from old magazines and newspapers and have students use different color high-lighters to discriminate among colons, periods, and commas.	Overhead transparencies Riddle. <u>Basic Language Units: Mechanics.</u> (Readability 4.0) JCPS. SER, "Composition," Levels 5-19. ALPHA, English II, Punctuation #3, 4, 6. JCPS. ECE Curriculum K-12: <u>Reading</u>, Appendix 34.

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Punctuation	COURSE	

VOCABULARY semi-colon, hyphen, dash

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	4. Identifies the function of a semi-colon: Identifies a semi-colon. Identifies the use of a semi-colon. Differentiates between a colon and semi-colon. Uses a semi-colon in written work.	Provide drill and practice in differentiation between colon and semi-colon. Have students insert correct punctuation on teacher-made work sheets.	Teacher-made overhead transparencies
	5. Identifies the function of a hyphen: Identifies a hyphen. Identifies the uses of a hyphen. Uses a hyphen in written work.	Have students use correct punctuation in their own writing assignments.	Riddle. <u>Basic Language</u> Unit: <u>Mechanics</u>. (Readability 4.0). Teacher-made work sheets
	6. Identifies the function of a dash: Identifies a dash. Identifies the use of a dash. Differentiates between a dash and a hyphen. Uses a dash in written work.		

Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

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STRAND	Composition	SUBJECT	Language Arts
LEARNING	Punctuation	COURSE	
VOCABULARY parentheses			

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	7. Identifies the function of parentheses: Identifies the left vs. right parenthesis. Recognizes that parentheses always appear in pairs. Tells where parentheses are used. Uses parentheses in own written work.	Teach concepts of (colon/semi-colon/hyphen/dash/parenthesis) one at a time. Provide intermittent drill and practice after introduction of each concept.	
88. Uses capitalization and punctuation marks appropriately in original written composition. (5-8:R) CTBS - F, G, H, J	1. Demonstrates use of all capitalization and punctuation rules. 2. Uses capitalization and punctuation appropriately in original written compositions.	Provide simple scrambled sentences pertaining to vocational areas and have students correctly order words in sentences, using proper punctuation and capitalization. Give a work sheet with sentences containing no capitalization or punctuation, and student will mark/rewrite sentences correctly.	JCPS. ECE Curriculum K-12: Reading, Appendixes 33, 34. Distar Language. Level III. (E, M) Capitalization and Punctuation. Series A-F. (E, M, H) JCPS. SER, Composition, Levels 5-19.

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition
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LEARNING Punctuation

SUBJECT Language Arts

COURSE _____

VOCABULARY

OBJECTIVE

TASK ANALYSIS

ACTIVITIES

MATERIALS

Suggest a topic related to student's interests and have student write four or five sentences exhibiting correct punctuation and capitalization.

Encourage students to apply rules of punctuation and capitalization in their daily work.

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Paragraph Construction	COURSE	

VOCABULARY paragraph, indented, main idea, supporting details, topic sentence

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
89. Identifies a paragraph.	1. Describes a paragraph as a series of one or more sentences dealing with the same idea or the words of one speaker in a direct quotation. 2. Recognizes that paragraphs are indented. 3. Identifies the parts of a paragraph: main idea and supporting details.	Have students identify paragraphs in printed materials. Have students orally state the rules for a paragraph. Provide paragraphs with sentences that do not belong and have students identify.	ALPHA English II, Sentences/Paragraphs #7. Riddle. Basic Language Unit: Writing. (Readability 4.0). Work sheets, pencils, paper Riddle. Practice Exercises in Basic English. (E, M, H)
90. Writes a paragraph with a topic sentence and supporting details. (4:I) (5:M)	1. Chooses a topic for a paragraph. 2. Writes a topic sentence 3. Writes a series of sentences supporting the topic. 4. Writes the first draft of the paragraph.	Give a group of sentences with a common theme. Have students construct a paragraph from the sentences. Give two paragraphs (A and B) and have students mark with an "x" to show which one is in correct order.	Birdseye Writing Skills, Paragraphs. (E, M)

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Paragraph Construction	COURSE	

VOCABULARY related, sequential, original, critique

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	5. Revises the copy of the paragraph.	Provide choices among several topics and have students practice writing paragraphs on the topics they select.	Distar Language. Level III. JCPS. <u>ECE Curriculum K-12: Reading</u> , Appendix 36.
	6. Writes final draft of paragraph with a topic sentence and supporting details.	Have student proof each other's paragraphs before final drafts are composed and written.	JCPS. <u>SER</u> , Composition, Levels 13, 15, 16.
91. Writes a series of related paragraphs. (6:I)	1. Chooses a topic. 2. Writes more than one paragraph on a topic. 3. Identifies the components (title, introduction, body, conclusion) in a series of related paragraphs.	Provide five paragraphs (A, B, C, D, & E) related to one topic and have students put into sequential order and create a title. Provide examples of three to five paragraphs all written together. Have students read and divide into original paragraph form.	Teacher-made work sheets, pencil, Overhead Transparencies JCPS. <u>SER</u> , Composition, Levels 13-19.

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Key: I - Introduce M - Master # - Tested by District (CTBS)
R - Review/Reinforce E - Enrichment

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Paragraph Construction	COURSE	

VOCABULARY related, sequential, original, critique

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	4. Sequences series of related paragraphs according to topic.	Provide topics and have groups of students write several related paragraphs on their chosen topics. Groups may make copies of their final drafts; share them with other groups to be critiqued.	List of topics.
	5. Writes the first draft of a series of related paragraphs.		
	6. Revises the copy.		
	7. Writes the final draft of a series of related paragraphs.		

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Letter writing	COURSE	

VOCABULARY letter, envelope, stamp, address, regular/legal envelopes, parts of letters

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
92. Folds letters for envelopes of different sizes.	1. Demonstrates folding paper for-- regular envelopes legal envelopes odd-shaped envelopes.	Train students, when possible, in the actual work environment and with the materials being used there.	Paper, envelopes
93. Identifies parts of friendly and/or business letters.	1. Identifies the parts of friendly letter: Heading Salutation (greeting) Body Closing Signature	Read a friendly letter and have students state why it would be classified as a friendly letter. Have students state location of the five parts.	Paper, pencil, pen Samples of friendly letters
	2. Identifies parts of a business letter: Heading Inside address Salutation (greeting) Body Complimentary close Signature Enclosure	Provide a copy of a friendly letter and have students label the five parts. Review five parts of a friendly letter and have students compare to business letter. Have students give examples of instances when business letters are written. Provide copies of a business letter and have students label parts.	Riddle. Basic Language Unit: Writing. (Readability 4.0) Chart, overhead transparency with labeled parts of business letter, pen, pencils

Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Letter Writing	COURSE	

VOCABULARY return address, social note, stationery

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Identifies steps in preparing friendly and business letter envelopes: writing return address writing address placing stamp	Have students demonstrate what should be included on a correctly addressed envelope. Provide work sheets with examples of several correctly and incorrectly addressed envelopes; have students mark correct ones.	Felt board or magnetic strips of tagboard ALPHA, English II, Vocabulary/Composition #23, 24.
94. Writes friendly and business letters. (4:I, 5:R, 7:M, 8:R) CTBS - F, G, H, J B-Green J-8, 9 B-Red H-6, 7	1. Writes a social note: Identifies three types of social notes (thank you, invitations, replies). Writes a social note; folds social note. Addresses and stamps envelope. Places letter in envelope. Mails letter. 2. Prepares a friendly letter: Writes letter. Folds letter. Addresses and stamps envelope. Places letter in envelope. Mails letter.	Have students write a rough draft on lined paper. Have students correct mistakes and write letters on appropriate stationery, address envelopes, and mail note. Review parts of friendly letter. Have students make rough draft of friendly letters on lined paper, check for mistakes and rewrite letters on stationery. Have them address envelope and mail letters.	Paper Pencil Pen Stationery Envelopes JCPS. SER, Composition, Levels 9, 10, 12, 14.

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Letter Writing	COURSE	

VOCABULARY friendly letter, rough draft, proofread, business stationery

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Prepares business letter: Writes letter. Folds letter. Addresses envelope. Places letter in envelope. Mails letter.	Review all parts of business letter and have students label parts. Have students write a rough draft of a business letter using all seven parts. Instruct students to proofread and correct mistakes. Collect examples of business stationery and have students write business letters on stationery. Tell students to write own address as return address. Instruct students to address the envelope using the inside address.	Paper, pencil pen, stationery, dictionary, envelopes of various sizes

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Grammar	COURSE	

VOCABULARY plural, singular pronoun, verb tense, regular/irregular, adjective, adverb

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
95. Identifies the major parts of speech. (1:I, 2-7#, R) CTBS B, C, D, E, F, G, H, J	1. Identifies nouns and types of nouns: Identifies plurals of nouns. Uses plurals of nouns. 2. Identifies verbs: Demonstrate use of verbs. Identifies types of verbs. Conjugates verb tenses. Demonstrates subject verb agreement. Identifies irregular verbs. 3. Identifies and demonstrates use of adjectives. 4. Identifies pronouns and distinguishes types of pronoun-verb agreement. 5. Identifies an adverb: Demonstrates use of adverbs. States difference between adverbs and adjectives.	Refer to teacher handbooks and editions of textbooks for various teaching strategies. Provide a variety of examples and have students to distinguish those that are and those <u>that are not</u> examples of the target learning.	<u>Schmerler Instructional Sequence.</u> EMC. JCPS. <u>ECE Curriculum K-12: Reading,</u> Appendix 23. Kits: <u>Basic Language Skills, Nouns Pronouns.</u> Educational Insights. (M, H) <u>Basic Language Skills, Verbs.</u> (M, H) JCPS. <u>ECE Curriculum K-12: Reading,</u> Appendixes 24-27. <u>Basic Language Skills.</u> (M, H) JCPS. <u>SER; Grammar,</u> Levels 7, 8, 11, 12, 13, 15, 17.

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

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STRAND	Composition	SUBJECT	Language Arts
LEARNING	Grammar	COURSE	

VOCABULARY preposition, conjunction, interjection, parts of speech, functions of speech

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
			ALPHA: English II, Parts of Speech #1- 12.
	6. Identifies and demonstrates use of propositions.	Teach the concept that words can change their identifica- tion as parts of speech ac- cording to the sentence con- text, e.g.,	Basic Language Skills, Preposi- tions, Conjunctions, and Interjections. Educational Insights. (M, H)
	7. Identifies and demonstrates use of conjunctions.	a. Jon is <u>running</u> . b. <u>Running</u> is important to many people. c. <u>Running</u> water makes changes in the earth.	JCPS. ECE Curricu- lum K-12: Reading, Appendices 28-30.
	8. Identifies and demonstrates use of interjections.		Riddle. Basic Language Unit: Grammar. (Readability 4.0). Continental Press, 1980.
	9. Demonstrates use of all parts of speech.		Basic Language Unit: Grammar (Readability 4.0). Continental Press.
96. Demonstrates functions of parts of speech within sentences.	1. Differentiates between sentences and fragments.		Practical English Structure. Gallaudet College Press. (M, H)
Key: I - Introduce R - Review/Reinforce	M - Master E - Enrichment	# - Tested by District (CTBS)	

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Grammar	COURSE	

VOCABULARY sentence concepts as listed below

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
CTBS - B, C, D, E, F	2. Identifies and demonstrates sentence concepts: - simple subject - simple predicate - compound subject - compound predicate - direct and indirect object - predicate nominative - predicate adjective phrases (1) prepositional (2) participle (3) gerund (4) infinitives (5) appositive - clauses (1) adjective (2) noun (3) adverb - active and passive voice	Give examples of active/passive voice: a. The boy threw the ball. b. The ball was thrown by the boy.	JCPS. ECE Curriculum K-12: <u>Reading</u>, See Appendix 32. JCPS. SER, Composition, Levels 5, 11, 15. Basic Language Units, Grammar. Continental Press. (M, H) Structured Tasks for English Practice, STEP Series. Gallaudet Press, 1978.

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- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Grammar	COURSE	

VOCABULARY rules of grammar, active/passive

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Demonstrates functions of parts of speech within sentences.		<u>Basic Language Unit: Grammar.</u> (M, H)
97. Applies grammatical rules when writing. (2:I, # 3-12, #R)	1. Corrects a written sample using correct grammatical rules.		Duplicating Masters: <u>Birdseye View Grammar and Usage.</u>
CTBS - B, C, D, E, F, G, H, J	2. Applies grammatical rules to own composition.		Fearon Teacher Aids, 1977. (M, H)
	3. Edits own composition for correct grammatical rules.		JCPS. <u>SER</u> , Grammar 5-8, 11-13, 15, 17.

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Key: I - Introduce M - Master # - Tested by District (CTBS)
R - Review/Reinforce E - Enrichment

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Written Composition/Report Writing	COURSE	

VOCABULARY topic, components, reference materials, note cards

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
98. Develops ideas according to a given topic for report writing. (6:I) (12:M)	1. Chooses a topic. 2. Chooses a purpose for the writing. 3. Identifies components found in a report: title introduction body conclusion reference page(s)	Give students index cards for recording information obtained from reference materials. This information includes: title, author, copyright date, publisher and publisher's city, pages and notes related to the topic. Have students categorize note cards.	Write On! Educational Insights. JCPS. SER, Composition, Levels 17-19.
B-Green K-3	4. Uses reference materials to research the topics. 5. Uses note cards to record the information. 6. Writes an outline for the report. 7. States, by writing one or more sentences, the purpose of the report (main idea).	Have students write an outline for their reports using note cards.	See Study Skills Strand. Riddle. Basic Language Units: Writing. (M, H)
99. Makes an outline.	See Study Skills Strand.		

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Written Composition/Report Writing	COURSE	

VOCABULARY unified, introduction, body, conclusion, title, footnotes, bibliography, title page

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
100. Writes a unified composition.	1. Uses outline to write first draft including: Introduction Body Conclusion Title Footnotes Bibliography Title page 2. Revises own copy of composition. 3. Writes final draft of composition.		JCPS. ECE Curriculum K-12: Reading, Appendix 35. Basic Language Units: Writing. (M, H)

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Editing/revision	COURSE	

VOCABULARY proofreader marks, edits			
OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
101. Edits own writing for spelling, punctuation, capitalization and form, using proofreader marks. (4:I, 7-12:R, 9-10, 12:#) CTBS -F, G, H, J PIAT - Spelling	1. Recognizes proofreader marks.	Use an overhead projector to demonstrate use of proofreader marks in a sample.	Overhead projector
	2. Uses proofreader marks.		JCPS. ECE Curriculum K-12: Reading, Proofreader's Chart--Appendix 36.
	3. Edits a model.		
	4. Edits own composition.	Have students simultaneously mark their copies as proofreaders marks are placed on the overhead. Give students a prepared work sheet and have them place proofreader marks independently. Have students proofread their own (or others') work.	Johnson, Eric. <u>You Are the Editor</u> . Pitman Learning, Inc., 1981. (M, H) Riddle. <u>Basic Language Units: Writing</u> . (M, H)
102. Determines that each paragraph has a main idea and supporting details. (5:M)	1. Identifies a paragraph in different forms of writing. 2. Identifies the main idea in a paragraph.	Given written examples of paragraphs, students will find main ideas and supporting details.	JCPS. <u>SER</u> , Composition, Level 15.

Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Composition	SUBJECT	Language Arts
LEARNING	Editing/revision	COURSE	

VOCABULARY supporting details

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
CTBS - F, G, G, J	3. Identifies the supporting details in a paragraph.	Have students check for main ideas and supporting details after writing own composition. Use overhead transparencies to provide opportunities for guided practice in the group.	JCPS. SER, Composition, Levels 13-19. Adult Reader Program. Steck-Vaughn, 1978. (M, H)
103. Checks for overall cohesiveness of work.	1. Student edits written sample according to guidelines. 2. Student edits own work according to guidelines. 3. Student checks for over-all cohesiveness of work.	Provide positive and negative samples of cohesive writing. Review and discuss with students. Review student work in a group, giving feedback and suggestions.	Teacher-made copies of writing samples-- poor to good JCPS. ECE Curriculum K-12: Reading, Appendix 36. Proofreader's marks on chart or ditto, samples of writing
CTBS G, H, J			

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Literature/Media

SUBJECT Language Arts

LEARNING Media

COURSE _____

VOCABULARY media, radio, television, computer, films/videos, printed media, recordings

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
104. Uses mass media to report and answer questions. (1:I, 4:M, 5:R)	1. Identifies different forms of mass media, i.e., radio, television, computers, films, printed materials, recordings.	Have students identify various forms of mass media.	Various media or pictures of media: radio, TV, newspaper, videotape (E, M, H)
	2. Reports what has been observed or heard via mass media.	Have students produce their own news broadcasts, focusing on local, world, or school events.	
	3. Correctly answers questions pertaining to reported information.		
	4. Analyzes content of media a. Compares/contrasts b. Evaluates content according to purpose		Kit: <u>Listening/Reading Series.</u> Sunburst. <u>Trainer, David. A Day in the Life of a TV News Reporter.</u> Troll, 1980. (M, H) <u>Newspapers in the Classroom.</u> (E, M, H)

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Literature/Media

SUBJECT Language Arts

LEARNING Media

COURSE _____

VOCABULARY compare, contrast, historical/current, literature, fictional, opinion

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
105. Experiences events through media. 4:M	1. Compares personal experiences to media events. 2. Discusses feelings of people involved in particular media events. 3. Examines historical/current events learned through audio-visual media. 4. Examines important literature through audio-visual media.	Select and show appropriate audio-visual selections. Have students view and discuss. Use filmstrips, films, videotapes.	Various types of video recording systems available in schools School and/or Regional Media Center collections of audio-visual media
106. Evaluates information or viewpoints received via media. (3:R#)	1. Distinguishes between real and fictional events. 2. Distinguishes between fact and opinion.	Discuss and point out differences between news programs and "sitcoms." Have students design their own commercials about student-made products and produce them on video tape. Have student read or listen to advice column "Dear Abby" and/or editorial page and editorial cartoons and determine which parts are fact and which are opinion.	Videotape equipment Newspapers

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Literature/Media

SUBJECT Language Arts

LEARNING Media

COURSE _____

VOCABULARY propaganda, editorials, quality

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
(6:J)	3. Identifies propaganda techniques.	Have students watch editorial comments on TV and identify fact and opinion statements. Have students rate how commercials differ from shows on TV, e.g., commercials are louder, use bright colors, beautiful people. Have students view commercials and advertisements (TV, magazines, radio) about various products such as designer jeans and evaluate their effect on the viewers.	Filmstrips: <u>Propaganda and Persuasion: Its Many Forms.</u> <u>Eye Gate Media.</u> Gr. 7-12.
(12:M)	4. Evaluates quality of media presentation.	Have students view TV show, movie, concert, listen to recordings, evaluate the event, and write or record their evaluations. Have students compare a review in a paper or magazine with their own evaluations. Have students compare reporting of a story from two different sources (e.g., TV, magazine, or newspaper).	Cassette: <u>Exploring the World of Work:</u> <u>Persuasive Occupations: Sales, Advertising, Reporter.</u> Wilson Educational Media. (H)

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Key: I - Introduce
 R - Review/Reinforce

M - Master
 E - Enrichment

- Tested by District (CTBS)

STRAND Literature/Media

SUBJECT Language Arts

LEARNING Literature Appreciation

COURSE _____

VOCABULARY stories, novels, poems, articles

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
107. Listens to reading selection. (K:1, 1-5:R, #) B-Green H-6 CTBS (C, D, E, F, G, H, J)	1. Looks at picture books, magazines. 2. Attempts to get meaning from pictures. 3. Listens to explanations of pictures. 4. Listens to stories, books, poems, selections from magazines/newspapers.	Provide picture books, magazines in classroom. Discuss picture meanings with students. Read aloud appropriate stories, books. Provide taped books, filmstrips of various literary selections.	Media Center resources Picture books - E JCPS. SER, Literature, Levels 1-4 Comprehension, Level 2. Storytelling pictures (e.g., 06M) (E) Filmstrips: Folk Tales from Brothers Grimm. BFA Educational Media. (E, M) Spotlight on Literature. Vols. 1-6. Random House, 1980. (M, H) Recordings from Library for the Blind and Physically Handicapped

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Literature/Media

SUBJECT Language Arts

LEARNING Literature Appreciation

COURSE _____

VOCABULARY plot, characters

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
108. Relates reading to personal experience. (1:I)	1. Defines literary terms: Theme Setting Plot Character	Ask questions to check knowledge, comprehension, and analysis of reading content. (See Bloom's Taxonomy.)	JCPS. <u>SER</u> , Literature, Level 5-14; Comprehension, Level 1-19. Bloom, Benjamin S. et al., eds. <u>Taxonomy of Educational Objectives: Cognitive and Affective Domains.</u> Longman, Inc., 1969.

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Key: I - Introduce
R - Review/Reinforce

M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND Literature/Media

SUBJECT Language Arts

LEARNING Literature Appreciation

COURSE _____

VOCABULARY plot, characters

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
CTBS (C, D, E, F, G, H, J)	2. Relates time and setting of story to personal time/setting.	Make simple time lines to illustrate periods relating to reading selections.	<u>ALPHA, English III.</u>
	3. Relates plot to personal experiences.		Filmstrips: <u>The Brothers Grimm</u> <u>Fairy Tales.</u>
	4. Compares environment in reading selection to own environment.	Locate settings on maps/globes.	<u>Educational</u> <u>Enrichment Materials.</u>
(4:I)	5. Identifies cultural differences between story characters and self.		<u>Globe, map</u>
(K:I, 2-3, 1-7M)	6. Interprets feelings of major characters and compares to own feelings.	Have students role play selected scenes and analyze characters' emotions, deduce reasons for feelings.	Kit: ' <u>Globe Reading Skills</u> <u>Library. Globe Book</u> <u>Co. (E, M, H)</u>
			<u>SAIL, Communication</u> <u>Skills 12 & 13.</u>
			<u>Duplicating Masters:</u> <u>Multicultural</u> <u>Stories. Frank</u> <u>Schaffer. (E)</u>
			Kit: <u>Short Stories</u> <u>Around the World.</u> <u>Educational Insights.</u> <u>(E)</u>

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- Tested by District (CTBS)

STRAND Literature/Media

SUBJECT Language Arts

LEARNING Literature Appreciation

COURSE _____

VOCABULARY moods, feelings, themes, fact/fiction, author

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
			Filmstrip: Big Blue Marble Folk Tale: The Three-Cornered Hat of Bad Miguel. Xerox. (E, M)
	7. Describes how feelings produce personal moods.	Question students and lead into discussion of feelings, moods.	
	8. Describes different moods.	Have students cut out magazine pictures that denote particular moods.	Old magazines
	9. Relates feelings of characters to mood of the story.	Discuss author's purpose in writing a selection/book.	Short stories, books from School Media Center
	10. Interprets theme of the story.		
109. Reads literature for different reasons. (3:R#)	1. Identifies facts as actual happenings. 2. Identifies fiction as invented by an author.	Read and discuss selections that are fact, fiction, or fantasy. Through questioning and examples, assist students in distinguishing each type.	Fairy Tale Magic. Encyclopaedia Britannica Educational Corp. (E, M, H)

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- Tested by District (CTBS)

STRAND Literature/Media

SUBJECT Language Arts

LEARNING Literature Appreciation

COURSE _____

VOCABULARY essays, plays, purpose/form/content

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Identifies fantasy as happenings that occur only in the imagination.		<u>Episodes from Famous Stories.</u> <u>Encyclopaedia Britannica.</u> (M, H)
	4. Identifies factual literary selections, e.g., biography, history.		
	5. Identifies fictional selections, e.g., novel based on historical events.	Assist students in making chart showing likenesses and differences of historical fact and fiction.	Kits: <u>Top Picks Series.</u> <u>Grades 5-7.</u> <u>Reader's Digest,</u> <u>1977.</u> (M, H)
	6. Compares fact and fiction in books read.		<u>American Short Stories.</u> <u>Educational Insights.</u> (M, H)
(6:I, 8:M)	7. Reads fantasy, e.g., science fiction, and compares to fact/fiction.		
	8. Differentiates among books, short stories, essays, plays, poetry.	Provide examples of each literary type. Compare purpose, form, and content.	Filmstrips: <u>Understanding Poetry.</u> SVE.
	9. Reads literature for different reasons.		Cards: <u>The Poetry Box.</u> <u>Educational Insights.</u>

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STRAND Literature/Media

SUBJECT Language Arts

LEARNING Dramatics

COURSE _____

VOCABULARY situation, incidents, conflict, dispute, conversation, role play

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
110. Role plays to illustrate given situations. (K:I)	1. Role plays courteous and appropriate responses in given social situations.	Have students discuss daily social situations involving socially acceptable and unacceptable behaviors. Let students role play situations in a group.	Stage: <u>A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Dramatics</u> . Spice Series. Educational Services, Inc., 1968. (E, M)
	2. Role plays use of appropriate telephone manners.	Teacher discusses appropriate telephone greetings and closings. Have students role play telephone conversations.	Kit: <u>Startline: Social Education/Communication</u> . (DLM)
	3. Role plays given incidents occurring in the classroom.	Teacher and students discuss various conflicts and disputes that sometimes occur in the classroom.	Cards: <u>Consequences</u> . (DLM)
			Telephones from Telephone Pioneers
			Laubach, Frank. <u>Everyday Reading and Writing, How to Use Telephones</u> . New Readers Press, 1970.
			Kit: <u>Duso Kit</u> . American Guidance Service.

Key: I - Introduce

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STRAND Literature/Media

SUBJECT Language Arts

LEARNING Dramatics

COURSE _____

VOCABULARY pantomime, dramatize

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
			Cards: <u>Points of View.</u> DLM.
111. Acts out given roles in various literary selections. (2:R, 7:M, 8:R)	1. Pantomimes a nursery rhyme. 2. Dramatizes a given nursery rhyme or poem. 3. Dramatizes given role in a story. 4. Acts out given role in a play.	Read nursery rhymes to group while individual students mime given rhymes. Provide puppets and have students dramatize stories. Have students make masks to portray parts of a story.	Appropriate poems short stories from school media center (M, H) Kit: <u>Animal, Puppets, and Tape.</u> DLM.

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STRAND Literature/Media

SUBJECT Language Arts

LEARNING Dramatics

COURSE _____

VOCABULARY skit, theme, setting, plot

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	5. Creates a skit using given props: Examines given props. Determines topic of skit. Discusses how props could be used. Creates skit. Performs skit.	Give students five items to be used as props. Have students improvise skit using those props.	
	6. Writes, stages, and acts out a play: Decides on theme, setting, plot, and characters for a play. Writes a play. Assigns parts. Stages play. Performs play.		<u>Stage: Handbook of Classroom Ideas.</u>
112. Describes setting, plot, theme, and characters in a given play. (10:R, 12:M)	1. Identifies and describes setting and characters in a play.	Take students on field trip to see a play. After returning to classroom discuss with students the setting, plot, theme, and characters in the play. Have students draw layout of the stage.	<u>Holiday Plays for Kids.</u> <u>Frank Schaffer Publishers.</u>

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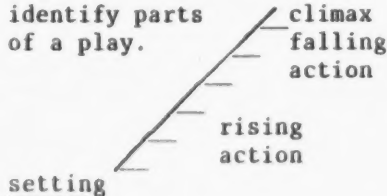
STRAND Literature/Media

SUBJECT Language Arts

LEARNING Dramatics

COURSE _____

VOCABULARY rising/falling, setting, climax, conclusion

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	2. Identifies and describes plot development in a play: Introduction. Rising action. Climax. Falling action. Conclusion.	Present a diagram and ask students to use it to identify parts of a play. 	Kit: <u>Plays for Reading Progress.</u> Educational Progress Corp.
	3. Identifies and discusses theme of play.		

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- Tested by District (CTBS)

STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Association of Letter Symbol to Beginning Sound of Syllable	COURSE	

VOCABULARY consonant, vowel, sound, letter

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
113. Identifies single consonant heard at the beginning of a word or syllable.	1. Identifies orally the beginning consonant by repeating the phonetic sound.	Pronounce familiar words and have students make the beginning consonant sounds.	Alphabet cards, magnetic or felt alphabet letters, boards.
		Have students tell the name of the letter that symbolizes the beginning sound of the spoken word.	Games: <u>Phonics We Use Learning Game Kit.</u> Lyons and Carnahan.
B-Yellow (I:1, 4)	2. Identifies the beginning consonant letter representing the sound.	Have students point to the letter that symbolizes the beginning consonant and of the spoken word.	Individual chalkboards, chalk
B-Green (F:2, I:2)	3. Writes the beginning consonant.	Have students write beginning sounds of individual chalkboard when words are spoken.	Spelling Mastery, Level A, "Fill-in Forms." SRA
B-Red (J:2)			<u>Consonant Bingo.</u> Trend Enterprises.
CTBS (Levels B, C)		Have students play "Old Itch" and "Spin a Sound" games.	JCPS. <u>SER</u> , Word Attack, Levels 3, 4. JCPS. <u>ECE Curriculum K-12: Reading</u> , Appendix 4. <u>Phonics Workbook.</u> Level A. Modern Curriculum Press.

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- Tested by District (CTBS)

STRAND Spelling

LEARNING Association of Letter Symbol to
 Beginning Sound of Syllable

SUBJECT Language Arts

COURSE

VOCABULARY consonant, vowel, sound, letter

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
114. Identifies vowel heard at beginning of word or syllable.	1. Identifies orally the beginning vowel by repeating the phonetic sound.	Pronounce familiar words, having the students repeat the beginning vowel sound.	Teacher-made tapes Magnetic tape card reader
CTBS: Levels C, D, E	2. Identifies the beginning vowel letter representing the sound.	Have students point to the letter that symbolizes the beginning vowel sound of the spoken word. Have students name the letter that represents the beginning vowel sound. Have individual students write the vowel sound heard in words read on tapes or recorded on a magnetic tape card reader. Have students play "Vowel Bingo" or "Full House."	JCPS. ECE Curriculum K-12: Reading, Appendices 6, 7. Games: Vowel Bingo. Trend. (E) Full House. Lyons and Carnahan.

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- Tested by District (CTBS)

STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Association of Letter Symbol to Beginning Sound of Syllable	COURSE	

VOCABULARY blends, digraphs (for secondary students)

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
115. Identifies consonant digraphs/blends heard at the beginning of a word or syllable.	1. Identifies orally the beginning consonant digraphs/blends by repeating the phonetic sounds.	Read a list of words and ask the students to identify the beginning blend/digraph by repeating the appropriate sound(s).	Dauzart, Sam. <u>Adult Reading Program</u> . Reading 1500, Steck-Vaughn.
B-Green F-9, 10, I-3 Red J-3, E-3	2. Identifies the beginning consonant digraphs/blends by indicating the appropriate letters representing the sounds.	Read words and have students identify the letters of the blends/digraphs by saying the names or pointing to the correct written symbols.	<u>Phonics Workbooks</u> . Levels B, C, D. Modern Curriculum Press. (E, M)
	3. Writes the beginning consonant digraphs/blends as heard at the beginning of dictated words or syllables.	Read syllables or short words and have students write the blends/digraphs that form the beginning sounds.	York, Barbara. <u>Sounds, Words, and Meanings</u> . (Workbooks) Steck-Vaughn. (E, M)
CTBS-U: Levels B, C, D		Have students play "Blends Race," "Digraph Whirl," and "Digraph Hopscotch" game to reinforce learning.	JCPS. <u>ECE Curriculum K-12: Reading</u> , Appendices 9a, 9b.
			Games: <u>Blends Race</u> . <u>Digraph Whirl</u> . <u>Digraph Hopscotch</u> . Lyons and Carnahan.
			JCPS. <u>SER, Word Attack</u> , Levels 3, 4, 5.

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STRAND Spelling SUBJECT Language Arts

LEARNING Association of Letter Symbol to Ending Sound of Syllable COURSE

VOCABULARY beginning, medial, ending

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
116. Identifies single consonant that is heard at the end of a word or syllable. B-Green F-8 CTBS-U: Levels B, C	1. Identifies the ending consonant by repeating the phonetic sound. 2. Identifies the ending consonant by indicating the appropriate letter. 3. Writes the ending consonant heard at the end of a word or syllable.	Write "ma _" on the chalkboard, pronounce the word, e.g., <u>man</u> and show the students how it fits into the CVC pattern. The students then orally identify the letter that symbolizes the ending consonant sound; the teacher writes it in the correct space. As a more difficulty activity, select from four choices the symbol that stands for the correct ending sound. Provide a list of CVC words with only the first consonant and vowel shown. Have the students fill in ending consonants to make words. Play phonics games to reinforce concepts as students learn them.	JCPS. ECE Curriculum K-12: Reading, Appendix 4. Phonics Workbook A. Modern Curriculum Press. JCPS. SER, Word Attack, Levels 3, 4. Games: Vowel Dominoes. Bingobang. Lyons and Carnahan. (E)

Key: I - Introduce M - Master # - Tested by District (CTBS)
R - Review/Reinforce E - Enrichment

STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Association of Letter Symbol to Ending Sound of Syllable	COURSE	

VOCABULARY beginning, medial, ending

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	1. Identifies the ending vowel by repeating the phonetic sound.	Have students play Vowel Dominos game.	Games: Vowel Dominos. Vowel Lotto. Lyons and Carnahan
	2. Identifies the ending vowel by indicating the appropriate letter.	Have students play Vowel Lotto game.	Vowel Lotto. Garrard Pub. Co. (E)
	3. Writes the vowel heard at the end of a word or syllable.	Dictate CV words or syllables onto magnetic tape cards. Have students listen and write ending vowels, checking their answers against a written list.	Magnetic tape card reader; cards

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- Tested by District (CTBS)

STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Association of Letter Symbol to Ending Sound of Syllable	COURSE	

VOCABULARY digraph, blend

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
117. Identifies consonant digraphs/blends heard at the end of a word or syllable. B-Green F-7, 8 CTBS-U: Levels B, C, D	1. Identifies the ending consonant digraph/blend by repeating the phonetic sound. 2. Identifies the ending consonant digraph/blend by indicating the appropriate letter. 3. Writes the consonant digraph/blend heard at the end of a word or syllable.	Have students play "Digraph Hopscotch" game. Have students select digraph/blend letter combinations (on cards, felt letters) and present them as the teacher reads/words ending with these sound combinations. Note: Before writing the digraph/blend at the end of a syllable or word, some students may need visual clues. Put a group of digraphs or blends at the top of the page to act as visual memory aids.	Dauzart. <u>Adult Reading Program</u> , Reading 1500. (Readability 1.0-4.0) JCPS. <u>SER, Word Attack</u> , Levels 3-6, 9, 11, 12. <u>Sounds, Words, and Meanings</u> . (Workbooks) Steck-Vaughn. JCPS. <u>ECE Curriculum K-12: Reading</u> , Appendix 11. Game: <u>Digraph Hopscotch</u> , Lyons and Carnahan. (E)

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- Tested by District (CTBS)

STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Association of Letter Symbol to Medial Sound of Syllable	COURSE	

VOCABULARY medial

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
118. Identifies single vowel heard in the middle of a syllable. B-Green F-5, 6 Red E-2 CTBS: Levels C, D, E	1. Identifies the medial vowel by repeating the phonetic sound. 2. Identifies the medial vowel by indicating the appropriate letter. 3. Writes the medial vowel as heard within a whole or syllable.	Writ vertically, a list of CVC words. Change the words by pronouncing varying vowel sounds. Have students identify the vowels, e.g., tan ten tin ton ban Ben bin bun.	Corrective Reading Scientific Research Services. (M, H) Schmerler Instructional Sequence. EMC. (M H)
119. Identifies vowel combination heard in the middle of a syllable. B-Green F-12 Red E-5 CTBS: Levels C, D, E	1. Identifies the vowel combination heard in the middle of a syllable by printing to the written letters. 2. Identifies the medial vowel sound by the appropriate letter combination.	Have students match the medial sound to the appropriate written vowel condition previously learned. Charts, cue cards, or often memory aids may be used until the student has internalized the sound/symbol match. Using a visual cue, such as a flashcard with the word <u>time</u> , pronounce the word and ask students to request the sound of the long vowel (i).	Sounds, Words, and Meanings. (Work-books). Steck-Vaughn (M, H) JCPS. ECE Curriculum K-12: Reading, Spelling, Appendixes 6, 7, 8.

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Association of Letter Symbol to Beginning Sound of Syllable	COURSE	

VOCABULARY long vowel

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
120. Identifies the long vowel heard in the middle of a word following the CVC-e pattern (example: time). B-Green F-12 Red E-5 CTBS: Levels C, D, E	1. Identifies the long vowel by repeating the phonetic sound. 2. Identifies the long vowel by indicating the appropriate letter. 3. Writes the long vowel and the final e, e.g., a-e (name).	Pronounce the CVC word. Have students orally repeat the vowel sound, then tell the name of the letter that makes the sound. Have students point to the vowel when the word is read aloud.	JCPS. ECE Curriculum K-12: Reading, Appendix 6.

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- Tested by District (CTBS)

STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY consonant, vowel, syllable

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
121. Identifies consonants and vowels in words. B-Yellow I-3 (PT 5:6)	1. Reviews the letters of the alphabet. 2. Reviews of consonants. 3. Reviews of vowels. 4. Identifies written consonants in a word. 5. Identifies written vowels in a word. 6. Identifies initial/medial/final consonant sound of a spoken word.	Give students a list of words and have them mark vowels and/or consonants in specific ways, i.e., by color, shape. Have students make sound to symbol match of consonants and vowels appropriate to their levels of learning. Play <u>Spell-Through</u>. Pronounce a word, e.g., <u>f</u>ather. Ask students to tell what consonant sound they hear at the beginning of the word. Write the <u>f</u>, then the <u>a</u> and ask what they hear next; write the <u>th</u> and the <u>e</u> and ask what sound they hear at the <u>end</u> of the word. (Exercises of this type will lead into recognizing and analyzing the six syllable types.)	Old magazines, newspapers, supplementary books, duplicated copies Dixon, Robert. <u>Spelling Mastery</u>. Level C, Lesson 31. SRA. (E, M)

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STRAND Spelling

SUBJECT Language Arts

LEARNING Syllables

COURSE

VOCABULARY consonant, vowel, syllable

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
122. Recognizes and names 6 syllable types: CVC (closed) CVCe (silent e) CVr (r controlled) CV (open) CVCle (Cle) CVVC (double vowel)	1. Recognizes and names CVC syllable pattern (cat): a. Identifies examples of closed syllable. b. States rule for closed syllable. c. Identifies words with CVC pattern.		Schmerler Instructional Sequence. EMC. (H, H) JCPS. SER, Word Attack. Levels 5-19. Overhead projector, teacher-made transparencies for guided practice

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- Tested by District (CTBS)

STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY syllable, pattern

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
B-Red E-2 W - Word Attack Word Identification CTBS: Levels D, E	2. Recognizes and names CVCe syllable pattern (gate): a. Identifies examples of final <u>e</u> syllable. b. States rule for CVCe syllable. c. Identifies words with CVCe pattern. 3. Recognizes and names CVr syllable pattern (far). a. Identifies R-controlled syllables. b. Makes correct sounds for various R controlled syllables. c. Identifies words with CVr pattern. d. Divides words with CVr syllable pattern.	Provide a page of printed material (old books, magazines), and have students circle words with CVC patterns, underline words with CVCe pattern. Use "syllable sort" flash cards to give students experiences in identifying various syllables. Give a list containing a variety of words and have students mark only the CVr words.	Phonics Workbooks, Levels B, C, D. SIMS (spelling). Minneapolis Public Schools. (M, H) Schmerler Instructional Sequence. E.M.C. (M, H) Sounds, Words, and Meanings. (Workbooks) Steck-Vaughn. JCPS. ECE Curriculum K-12: Reading, Appendix 5.

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY double vowel

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	4. Recognizes and names CV syllable pattern (halo): a. Identifies open syllable pattern, b. States rule for open syllable. c. Identifies words with a CV syllable pattern.	Hold up examples of assorted syllables. Say, "Is this an open syllable?"	Phonics Workbook, Levels B, C, D. Modern Curriculum Press.
	5. Recognizes and names CV-Cle syllable pattern (table): a. Identifies Cle syllables. b. States rule for Cle syllable. c. Recognize words with a CV-Cle syllable pattern.		Schmerler Instructional Sequence. E.M.C. SIMS (spelling). Minneapolis Public Schools.
B-Red E-2 S: Word Attack Levels 8, 9, 10, 14, 15, 18, 19.	6. Recognizes and names CVVC syllable pattern (meat, beet): a. Identifies double vowel syllable. b. States rule for double vowel syllable. c. Identifies words with CVVC syllable patterns.		Dauzart. Adult Reading Program, "Reading 1600." JCPS. SER, Word Attack Levels.
287		See teacher's manuals for suggested activities for learning types of syllables.	288

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STRAND Spelling

SUBJECT Language Arts

LEARNING Syllables

COURSE

VOCABULARY syllable pattern

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
123. Reads and spells syllable patterns. B-Green E - 7, 8, 9 F- 14, 15, 16, 17 Red J- 4, 5	1. Recognizes a syllable: a. Reviews the six syllable patterns. b. Identifies a syllable as the smallest unit of speech with one vowel sound. c. Identifies the vowel sound in each syllable. d. Writes the syllable from dictation.	Have students write the rules for the six syllable patterns on sentence strips and sort syllable cards (or word cards), placing them under the correct sentence strips. Have students analyze syllable patterns in words from reading lessons, newspapers, content area subject matter.	Sentence strips, cardboard, tagboard felt-tip markers syllable sort or word cards Assorted textbooks, magazines, newspapers, advertising JCPS. <u>SER</u> ; Structural Analysis, Levels 4-7, 10, 13.

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
CTBS: Levels D, E	2. Identifies the number of syllables in a word: a. Looks for number of vowels in the word. b. Looks for syllable patterns in the word. c. Pronounces the word. d. Listens for the number of vowels sounded in the word. e. States the number of syllables in the word. f. Writes the word. 3. Recognizes and names the one-syllable word after identifying syllabication clues. a. Looks for number of vowels in the word. b. Looks for a syllable pattern in the word. c. Pronounces the word. d. Listens for the vowels sounded in the word. e. <u>Decides that if there is only one vowel sound, it is a one-syllable word.</u>	Pronounce selected word. Have students clap for each syllable and tell the number of syllables they hear in each word pronounced. Play "Syllable Count" with students. Provide independent practice by toping words. Have student look at word, pronounce it, then sound it as (s)he writes it in rice box. Mistakes may be quickly shaken out. Student gets visual, auditory, and tactual feedback simultaneously.	Syllable Count. Phonics We Use. Lyons & Carnahan. Cassette recorder and tapes Magnetic card reader and assorted cards Rice Box--made by removing the top of a shirt box and gluing rough fabric on inside of bottom. Pour in enough dry rice to cover

fabric.

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY base word, root word, compound word

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	f. Recognizes that one-syllable words are not divided. g. Recognizes that one-syllable words are sometimes referred to as base or root words. h. Writes root words as directed by teacher.	As base or root words are identified by students, be sure that they learn the word meanings. Discuss how words are alike and how they differ in shades of meaning.	Dictionaries; thesauris for older students.
	4. Recognizes and names the compound word syllabication rule: a. Pronounces the word. b. Identifies two one-syllable words within the compound word. c. States that a compound word is made up of two base/root words. d. <u>Divides the compound word between the two base/root words.</u>	Give (orally) a list of compound words; students identify the two words which make up the compound word. Provide a printed list of compound words and have students underline the first base word and circle the last base word.	JCPS. ECE Curriculum K-12: Reading, Appendix 18.

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY double/single consonant

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	Recognizes and names the double consonant syllabication rule (chap/ter, but/ter). a. Finds the double consonant in a word. b. Pronounces the word. c. <u>Divides the word between the double consonants.</u>	Write list of words with double consonants on overhead projector transparency; have students identify where to divide words for syllabication.	Adult Reading Program. "Reading 1600." (M, H) Phonics Workbooks. Levels C, D. Modern Curriculum Press. (E, M)
	6. Recognizes and names the syllabication rule for a single consonant between two vowels (rob/in, pi/lot). a. Pronounces the word. b. Decides if the first vowel is long or short. c. <u>Divides the word after the single consonant if the first vowel is short.</u> d. <u>Divides the word before the single consonant if the first vowel is long.</u>	Use dictionary for guide to pronunciation if words are unfamiliar to students. Provide group guided practice sessions and individual independent follow up.	Dictionary Overhead transparencies chalkboard

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Key: I - Introduce
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M - Master
E - Enrichment

- Tested by District (CTBS)

STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY adjacent

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	7. Recognizes and names the syllabication rule for vowels sounded alone in a word (vi/o/lin, a/bove). a. Pronounces the word. b. Listens for vowels sounded alone in the word. c. <u>Divides the word so the vowel stands alone as a syllable.</u>	Present students with a list of words and have them indicate the vowel that is sounded alone in each word. Cut syllables apart, have students synthesize words with various syllables.	Word cards, scissors
	8. Recognizes and names the syllabication rule for two adjacent vowels sounded separately (sci/ence, cre/ate). a. Pronounces the word. b. Listens for two adjacent vowels sounded separately. c. Divides the word between the two adjacent vowels.	Present appropriate words and have students divide the word between the two adjacent vowels. Present words divided into syllables correctly and incorrectly. Have students evaluate whether wrong or right.	<u>Phonics Workbooks</u> , Levels C, D.

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Key: I - Introduce
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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY syllabication rules

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	9. Recognizes and names syllabication rule for the final <u>le</u> preceded by a consonant (nee/dle, cir/cle). a. Pronounces the word. b. Looks for the <u>le</u> at the end of the word. c. Finds the consonant before the <u>le</u> . d. <u>Divides the word before the cle.</u>	Give students old newspapers and have them circle <u>Cle</u> endings in red. Provide opportunities for students to divide many words with Cle syllables.	Sounds, Words, and Meanings Workbooks. Steck-Vaughn.
	10. Recognizes and names the nine syllabication rules: a. Reviews all nine syllabication rules. b. Divides words into syllables using the nine syllabication rules. c. Writes words from memory using application of syllabication rules.	Direct a "spelling bee" using flash cards with words following the various rules. Student either tells which rule the word follows for division or divides the word into syllables. Scores can be individual or group.	Teacher-made flash cards or overhead transparencies

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY closed syllable

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
124. Applies spelling and sounding rules unique to each syllable structure.	1. Identifies a closed syllable as having <u>only one vowel, and ending in a consonant</u> . a. Discriminates visually between closed and non-closed syllables. b. States the sounding rule for closed syllables: <u>The vowel sound is short in closed syllables.</u> c. Auditorily discriminates words containing closed syllables. d. Orally spells words with closed syllables. e. Writes words with closed syllables from dictation. f. Writes closed syllable words with special letter combinations: (1) ck (2) dge (3) tch (4) ve (v sound) (5) al (6) double consonant (7) ff, ll, ss, zz (8) ce	Make a syllable chart, beginning with the closed syllable. Present the student with correct and incorrect examples of each kind of syllable so that (s)he may discriminate and master the concept. Pronounce syllables/words that contain the closed syllable; have students tell what sounds they hear and how to write the sounds. Present visual stimulus and ask students to identify the syllable and/or any special letter combinations. Present the following rules and cite examples: (1) <u>Use-ck</u> at the end of one syllable words for the <u>k</u> sound when it follows a short vowel (e.g., back). (2) <u>Use-dge</u> at the end of one-syllable words for the <u>j</u> sound that follows a short vowel (e.g., judge).	The Schmerler Instructional Sequence, Books 1-17. EMC (M, H) S.T.A.R.T. EMC. (E) Spelling Mastery, Level C. Lesson 6. SRA. Spelling Mastery, Level C. Lesson 11. SRA.

B-Green F-13
B-Red E-6

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Key: I - Introduce
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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
		3) Use <u>tch</u> at the end of one syllable words for /ch/ sound that follows a short vowel (hatch). 4) Words ending with the <u>v</u> sound must have an <u>e</u> after the <u>v</u> (live). 5) Al says /al/ in one-syllable words that have a consonant following the <u>al</u> (bald); /al/ in one-syllable words that end in <u>al</u> (pal). 6) A double consonant has only the one sound of the consonant (class, fall). 7) Double the <u>f</u> , <u>l</u> , <u>s</u> and <u>z</u> at the end of one-syllable words that are closed syllables. (muff, fell, pass, buzz) 8) <u>c</u> followed by an <u>e</u> has the sound of <u>s</u> (dance).	The Schmerler Instructional Sequence. (E, M, C) S.T.A.R.T. (E, M, C)
		Have students "sound through" closed syllable words and then combine the syllables by "saying them fast." This must be mastered before they are able to go to an auditory-visual association (spelling).	

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STRAND Spelling

LEARNING Syllables

SUBJECT Language Arts

COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
		Provide examples of words with special letter combinations, one combination example to a pair of students. Each student pair will generate more words that follow the same rule. When students are proficient, have them teach other groups to recognize and spell their combination.	Spelling Mastery, Level B, Lesson 20. SRA. Spelling Mastery, Level A, Lesson 30. Spelling Mastery, Level C, Lesson 18.

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- Tested by District (CTBS)

STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY silent e syllable

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	2. Identifies a silent-e syllable--a group of letters ending with a vowel, consonant, e (-Vce): a. Discriminates visually between a silent-e syllable and a non-silent-e syllable. b. States the silent-e syllable rule--The long sound of the vowel is used in the silent-e syllables. c. Auditorily discriminates silent -e syllable words. d. Orally spells silent-e syllable words. e. Writes silent -e words from dictation. f. Writes silent-e syllable words with special combinations.	Teach meanings of words as they are decoded and spelled. Have students use words in oral, then in written sentences. Present the following rules and cite examples: 1) Words ending in <u>ve</u> may have a short vowel sound or long vowel sound (live, live).	Spelling Mastery, Level C, Lesson 25. SRA. The Schmerler Instructional Sequence. (E, M, C)

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY double vowel syllable

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
		2) All silent - e syllables must end with a Vce, <u>except: ng, st, and th</u> may be used for the single consonant between a-e (paste, range, bathe).	
	3. Identifies double vowel syllable: <u>group of letters that has two vowels together.</u>		
	a. Discriminates visually between double vowel and non-double vowel syllables.		JCPS. ECE Curriculum K-12: Reading, Appendix 12c (double vowel syllables).
	b. States rules for sounding double vowel syllables: <u>Each double vowel is sounded according to its specific combination.</u>		See: Vowel diagrams
	c. Auditorilly discriminates words containing double vowel syllables.		The Schmerler Instructional Sequence. (E, M, C)
	d. Orally spells double vowel syllables.		
	e. Writes double vowel syllables from dictation.		

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY r-combination syllable

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	4. Identifies an r-combination syllable--a closed syllable with an r after the vowel. a. Discriminates visually between an r-combination syllable and a non-r-combination syllable. b. States the rules for spelling r-combination syllables. c. Auditorily discriminates words containing r-combination syllables. d. Orally spells r-combination syllables. e. Writes r-controlled syllables from dictation.	Teach word associations to stimulate memory processes. Present the following r-combination syllables: (1) <u>or</u> says /ar/ (car) (2) <u>or</u> says /or/ (for) (3) <u>ur</u>, <u>er</u>, <u>ir</u> say /er/ (fur, her sir) (4) <u>ar</u> preceded by <u>w</u> says /or/ (war) (5) <u>or</u> preceded by <u>w</u> says /er/ (word) (6) <u>ar</u>, <u>er</u>, or as suffixes say /er/ (collar, runner, doctor) Have students use the following procedure for learning to spell: Say the word. Use the word in meaningful sentences Visually select words pronounced.	

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY consonant-le syllable

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	5. Identifies a consonant-le syllable--the last syllable of a two or more syllable word has a consonant plus le at the end: a. Discriminates visually between a consonant-le syllable and non-consonant-le syllable. b. States the sounding rule for consonant le syllables--the e at the end of the word is silent and only the consonants are sounded in the consonant-le syllable. c. Auditorily discriminates words containing consonant-le syllables. d. Orally spells words containing consonant-le syllables. e. Writes words containing consonant-le syllables from dictation.	Spell words dictated. Select words for meaning given. Say words associated with each word presented.	The Schmerler Instructional Sequence. (E, M, C)

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Syllables	COURSE	

VOCABULARY open syllable

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
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6. Identifies an open syllable--
either a group of letters with
one vowel at the end; or
a single vowel by itself,
 e.g., acorn, away, idivide,
unite, elief:

- a. Discriminates visually
the open syllable when
correct and incorrect
examples are presented.
- b. States the rule for
sounding--the long or the
schwa sound of the single
vowel is used when seen in
an open syllable.
- c. Auditorily discriminates
words containing the open
syllable.
- d. Orally spells words with
open syllables.
- e. Writes open syllable words
from dictation following
the spelling rules for
each vowel.

Give students opportunities
to apply the spelling rules
when writing all vowels and
r-combinations (ar, ir, er,
ur, or) in any of the six
syllables.

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STRAND Spelling
LEARNING Affixes

SUBJECT Language Arts
COURSE

VOCABULARY morpheme, morphograph, root/base word

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
125. Recognizes and spells base/root words CTBS: Levels D, E (PT HS:4)	1. Defines <u>morpheme/morphograph</u> . 2. States that all morphographs have a meaning. 3. States that words, prefixes, and suffixes are morphographs. 4. States that a word which has one morphograph is a base/root word. 5. Identifies root/base words. 6. Spells words orally. 7. Writes words.	Be sure that students learn the meanings of all words spelled as root words and with affixes. Provide old magazines, newspapers, books. Have students selected a few affixed words and write down only the <u>root</u> word. Students then trade word lists and source materials, adding the affixes as found in the original source materials.	<u>Morphographic Spelling Series SRA</u> (M, H) <u>Spelling Mastery Series, Level C Lesson 21. SRA.</u> (E, M) JCPS. <u>SER</u> , Structural Analyses, Level 6. Old magazines newspapers, out-of-use books <u>Sounds, Words, and Meanings Workbooks.</u> Steck-Vaughn. <u>Phonics Workbooks.</u> Modern Curriculum Press. (E)

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Affixes	COURSE	

VOCABULARY affix, prefix, suffix

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
126. Applies syllabication rules to syllable patterns that incorporate affixes.	1. Recognizes and names the <u>pre-</u>fix syllabication rule-- <u>Divides the word between the prefix and base/root-word.</u> a. Reads a list of prefixes. b. Pronounces the root word. c. Identifies the prefix. d. Identifies the whole word. e. States the prefix syllabication rule. 2. Recognizes and names the <u>suffix</u> syllabication rule-- a. Reviews a list of suffixes. b. Pronounces the root word. c. Identifies the suffix. d. Identifies the total word. e. States the suffix syllabication rule. f. Divides the word between the suffix and base/root word.	1) Give a list of words with affixes and have students make a rectangle around the affix, underlining the root word. 2) Use a page of an out-of-use textbook and have students search for words with affixes; give them a clue to the number to be found. 3) Cut up sentence strips, write affixes on some and root words on some. Have students connect affix to root word and make words. Students must tell meaning of words they "create."	<u>Prefix Puzzles</u> <u>Suffix Puzzles</u> <u>DLM.</u> <u>Adult Reading Program.</u> Reading 2100. Steck-Vaughn. (M, H) <u>Phonics Workbooks</u> <u>Levels B, C, D.</u> <u>Modern Curriculum Press.</u> <u>JCPS. ECE Curriculum K-12: Reading. Spelling, Appendixes 16, 17.</u> <u>Spelling Mastery</u> <u>Level C.</u> <u>Beginning Lesson 37.</u> <u>SRA. (E, M)</u>

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M - Master
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- Tested by District (CTBS)

STRAND Spelling

LEARNING Affixes

SUBJECT Language Arts

COURSE

VOCABULARY affix, prefix, suffix

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
127. Uses suffixes in spelling. B-Green. F-14, 15 Red I-4, 5 J-4 CTBS: Levels D, E	1. Recognizes suffixes: a. Identifies a suffix as a morphograph that can be added to the end of a word. b. Reviews list of suffixes. c. Identifies suffixes on root words.	Give a list of words with suffixes and have students circle the suffix on each word. Provide matching activities: suffix to root word. Give students lists of suffixes that can be used with more than one root word and have them make as many different words as possible.	

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Affixes	COURSE	

VOCABULARY singular, plural

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	2. Uses suffixes to make words plural: a. Reviews the meaning of plural. b. Identifies, from a teacher-prepared list of rules for forming plurals, which rule applies to forming the plural of a specific word.	Have students experiment to see how many meaningful words they can make by adding plural suffixes. Present the following rules for forming plurals: Add <u>s</u> to most words. Add <u>es</u> to words ending in <u>x</u>, <u>z</u>, <u>ss</u>, <u>sh</u>, <u>ch</u>. If a word ends in a consonant and <u>y</u>, change <u>y</u> to <u>i</u> and add <u>es</u>. If a word ends in a vowel and <u>y</u>, just add <u>s</u>. If a word ends in <u>f</u> or <u>fe</u>, change <u>f</u>, or <u>fe</u> to <u>ve</u> and add <u>es</u>.	Overhead transparencies, root word cards, affix cards Spelling Mastery Series. SRA. (E, M)

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STRAND Spelling

LEARNING Affixes

SUBJECT Language Arts

COURSE

VOCABULARY singular, plural

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
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Show a list of singular words and ask students to identify the rule(s) for making them plural.

Give a list of correct and incorrect examples of plural words and ask students to identify the correct examples and defend their choices by stating the rules that apply.

Have students write the correct plural form for selected singular nouns.

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Affixes	COURSE	

VOCABULARY affix, suffix, prefix

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	3. Adds suffixes to base/root words and identifies which rule applies.	See teacher's manuals for various activities to reinforce these concepts Present the following rules: In words ending with CVC that have four letters or less, double that last consonant before adding a suffix that begins with a word (fat--fatter). Drop silent <u>e</u> before adding a suffix beginning with a vowel (caring). Do not drop the silent <u>e</u> when adding suffixes beginning with a consonant (careful). When adding <u>ness</u> and <u>ly</u> , the word usually remains the same (finally, meanness). When a word ends in <u>y</u> and the suffix begins with <u>i</u> , add only the suffix (trying, spying). Provide examples correct and incorrect, to familiarize students with adding suffixes.	<u>Spelling Mastery Series.</u> SRA. <u>Spelling Mastery, Level C, Lesson 53.</u> Ibid., Lesson 37. Ibid., Lessons 61-75.

Key: I - Introduce
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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Affixes	COURSE	

VOCABULARY syllable, multisyllable

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
		When a word ends in y and the suffix begins with anything but i, change the y to i and add the suffix (happiness, funnier).	Tagboard Felt-tip markers
		In multisyllabic words accented on the last syllable and ending in a single consonant preceded by a single vowel, double the last consonant when adding the suffix (forgetting).	Suid, Murrary. Demonic Mnemonics. Fearon Teacher Aids. (M, H)
		In multisyllabic words ending in a single consonant preceded by a single vowel and not accented on the last syllable, do not double the consonant before adding the suffix (profited, preferable).	Birdseye View of Language Arts, Phonics and Spelling. Target: Spelling. (Levels 1-4). Steck-Vaughn. Spelling Mastery Series. SRA. (E, M) Morphographic Spelling Series. (M, H)

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Affixes	COURSE	

VOCABULARY syllable, multisyllable

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
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Write rules on 12 x 18" pieces of tagboard. Show a word and add a suffix (via overhead projector). Have students identify the rule that pertains to the word on the overhead.

Play, "Is This Correct?" Have students defend answers by showing the pertinent rule.

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- Tested by District (CTBS)

STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Affixes	COURSE	

VOCABULARY hyphen

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
128. Uses prefixes in spelling B-Green E-8 F-15 Red I-6, J-5 CTBS - Levels D and E	1. Identifies a prefix as a morphograph that can be added to the beginning of a word to alter the meaning. 2. Reviews a list of prefixes. 3. Identifies prefixes on root words. 4. Identifies which of the following rules applies to adding prefixes to specific words: a. Use a hyphen with the prefixes <u>self</u>, <u>all</u>. (self-confidence, all-powerful) b. Use a hyphen between prefix and a proper noun or adjective. (mid-September, pre-Renaissance) c. Use a hyphen to avoid awkward double vowel or triple consonant (semi-invalid).		<u>Sounds, Words, and Meanings</u> , (Workbooks). Steck-Vaughn. <u>Spelling Mastery</u> , Level C, Lesson 21. SRA.

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STRAND Spelling

SUBJECT Language Arts

LEARNING Affixes

COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	d. When adding prefixes il-, in-, im-, dis-, mis, re-, and over, the spelling of the root word stays the same (misspell, immovable).	Play, "How Would You Spell _____?" Have students spell words with prefixes and defend their spelling by quoting spelling rules that apply.	Chalkboard Individual chalkboards Overhead projector
	5. Adds prefixes to base/root words correctly		

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- Tested by District (CTBS)

STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Abbreviations	COURSE	

VOCABULARY abbreviation, title, expression

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
129. Identifies abbreviations.	1. Identifies an abbreviation as a short way to write a word.	Demonstrate with abbreviations of days of the week.	Chalkboard, overhead transparencies
B-Red D-5	2. Identifies abbreviations that are shortened forms of words (ave., st.).	Use matching cards, tape recorder and printed lists.	Flash cards with words and with abbreviations
Green D-4, I-8	3. Identifies abbreviations that stand for words (lb., i.e.).	Play a game: "How Do You Think the Abbreviation for This Word Will Look?" Students base prediction on previous learning.	Cassette recorder
	4. Recognizes that most abbreviations have a period at the end.	Provide positive and negative examples for student identification.	
130. Defines abbreviations for specific words.	1. Defines abbreviations for nouns (days of week, measurements).	Have students look in the dictionary for abbreviations of given words and phrases.	JCPS. ECE Curriculum K-12: Reading, Appendix 14a.
	2. Defines abbreviations for titles (Mr., Mrs., Dr., Gen.).		JCPS. SER, Composition, Levels 13, 14.
	3. Defines abbreviations for expressions (for example - e.g., that is - i.e., namely - viz.).		

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STRAND Spelling

SUBJECT Language Arts

LEARNING Abbreviations

COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
131. Uses abbreviations in writing.	1. Matches words to abbreviations. 2. Recognizes common abbreviations. 3. Writes appropriate abbreviations for given words.	Have one group of students write ten words and pass the list to another group who will write abbreviations, have the original group to check for accuracy. Give sentences with complete words and have students re-write, transforming to abbreviations where indicated.	

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STRAND	Spelling	SUBJECT	Language Arts
LEARNING	Acronyms	COURSE	

VOCABULARY acronym

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
132. Identifies an acronym.	1. Identifies an acronym as a word formed from the initial letter or letters of each of the successive parts or major parts of a compound term.	Provide simple acronyms as examples: D.O.B., D.O.A., M.A.S.H. Have students "make up" acronyms for different expressions (use with caution).	JCPS. ECE Curriculum K-12: Reading, Appendix 15c.
133. Identifies commonly used acronyms.	1. Identifies the expressions or phrases that form the basis for selected acronyms. 2. Identifies the letters that stand for the expressions.	Provide two sets of cards: one with compound terms, the other with acronyms. Have students match the cards or play games (e.g., "Snap"), using the cards.	File cards or tagboard Felt-tip markers
134. Reads and writes acronyms correctly.	1. Reads acronyms as either initials or phrases. 2. Writes acronyms correctly using periods.	Give students a list of terms and have them write acronyms or vice versa.	

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RESOURCES

Books

Birdseye Writing Skills Series. Books I-V. Belmont CA: Fearon Teacher Aids, 1981.

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Boning, Richard. Capitalization and Punctuation. Books A-F. Baldwin, NY: Barnell Loft, 1974.

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Capitalization and Punctuation Series. Levels A-F. Grades 1-9. Baldwin, NY: Barnell Loft.

Claycomb, Robert. Reading Skills Practice Pad. Pleasantville, NY: Reader's Digest, 1979.

Corrective Reading Program. Hollywood, CA: Scientific Research Services.

Cory, Beverly. Birdseye View of Language Arts. Belmont, CA: Fearon Teacher Aids, 1977. (work sheets)

Titles: Spelling and Phonics.
Grammar and Usage.
Word Structure.
Word Meaning.

Dauzart, Sam. Adult Reading Program. Austin, TX: Steck-Vaughn, 1978.

Distar Language. Levels 1-III. Chicago: SRA, 1977.

Dixon, Robert. Corrective Spelling Through Morphographs. Chicago: SRA, 1979.

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- Dobbin, John. How to Take a Test. Monterey, CA: CTB-McGraw Hill, 1981.
- Easy to Teach Writing. Schaumburg, IL: A. N. Palmer, 1979.
- Forte, Imogene. Kids Stuff: Reading and Language Experience. Nashville, TN: Incentive Publications.
- Goodman, Burton. Spotlight on Literature. Levels 1-6. New York: Random House, 1980.
- Gundlach, Patricia. Using the Phone Book. Hayward, CA: Janus, 1980.
- Holiday Plays for Kids. Palos Verdes, CA: Frank Schaffer Publications.
- How to Study. S. Deerfield, MA: Channing Bete Co., 1962.
- Jefferson County Public Schools. Specific Expectations in Reading (SER). Louisville, KY: Jefferson County Board of Education, 1979.
- . Handbook for Teachers of Young Authors. Louisville, KY: Jefferson County Board of Education, 1982.
- Johnson, Eric. You Are the Editor: Sixty-One Editing Lessons That Improve Writing Skills. Belmont, CA: Fearon Teacher Aids, Pitman Learning Inc., 1981.
- Larned, Phyllis. Reading a Newspaper. Hayward, CA: Janus Book Publishers, 1978.
- Laubach, Frank. Everyday Reading and Writing. Syracuse, NY: New Readers Press, 1970.
- Learning How to Learn: Project STILE. Lawrence, KS: Lawrence High School, 1979.
- Marzollo, Jean. Think--Draw--Write. Levels 1 and 2. Belmont, CA: Fearon Teacher Aids.
- Morphographic Spelling Series. Palo Alto, CA: Science Research Associates.
- Newspapers in the Classroom. Louisville, KY: Courier Journal and Louisville Times Newspapers.

Pal Practical Living Series. Columbus, OH: Xerox Education Publications.

Figure It Out.
Get It Down in Writing.
Math That Pays Off.
Read It Right.

Pal Reading Readiness Kit. Gr. 3-6. Northvale, NJ: Santillana Pub. Co.

Palmer Method--Transition to Cursive. Book 3. Schaumburg, IL: A. N. Palmer Co., 1979.

Phonics Workbooks. Levels A-D. Cleveland, OH: Modern Curriculum Press.

Practice Exercises in Basic English. Elizabethtown, PA: Continental Press.

Readers' Guide to Periodical Literature. 41 Vols. Bronx, NY: H. W. Wilson Co., 1900-82.

Reading Skills Practice Pads. Pleasantville, NY: Reader's Digest Educational Division.

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Robertson, M. S. Adult Reader. Rev. ed. Austin, TX: Steck-Vaughn, 1972.

SAIL (Skills to Achieve Independent Living). Dallas, TX: Melton Peninsula, Inc.

SIMS. (Spelling.) Minneapolis Public Schools.

Scarborough, Margaret. Target: Spelling Series. Austin, TX: Steck-Vaughn, 1979.

Schmerler, Florence. S.T.A.R.T. St. Paul, MN: EMC, 1976.

The Schmerler Instructional Sequence. St. Paul, MN: EMC Corp., 1974.

Spelling Mastery Series. Levels A-E. Grades 2-6. Palo Alto, CA: Science Research Associates.

Spotlight on Literature. Vols. 1-6. New York: Random House, Inc., 1980.

Stage--A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Dramatics. Educational Services, Inc., 1968.

Structured Tasks for English Practice. STEP Series. Washington, DC: Gallaudet College Press, 1978.

Titles: Articles.

Verbs: Past, Present, and Future.

Nouns.

Pronouns.

Conjunctions.

Adjectives and Linking Verbs.

Adverbs.

Prepositional Phrases.

Infinitives and Gerunds.

Suid, Murrery. Demonic Mnemonics. Belmont, CA: Fearon Teacher Aids.

Target: Spelling. Levels 1-4. Austin, TX: Steck-Vaughn, 1979.

Trainer, David. A Day in the Life of a TV News Reporter. Mahwah, NJ: Troll, 1980.

York, Barbara. Sounds, Words, and Meanings. Books A-F. Austin, TX: Steck-Vaughn, 1981.

Cards

Basic Capitalization. #482. Frank Schaffer Publications.

Before and After Sequential Cards. Developmental Learning Materials (DLM). (12 cards)

Consequences. DLM. (71 cards)

Points of View. DLM (63 cards)

Story Sparkers. Educational Insights.

The Poetry Box. Educational Insights. (100 cards).

Write On. Educational Insights.

Cassette

Exploring the World of Work: Persuasive Occupations. Wilson Educational Media.

Duplicating Masters

Capitalization and Punctuation. Palos Verdes, CA: Frank Schaffer Publications.

Holidays and Seasons. Palos Verdes, CA: Frank Schaffer Publications.

Multicultural Stories. Palos Verdes, CA: Frank Schaffer Publications.

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Filmstrips

Basic Communication Skills. Learning Tree. 4 color filmstrips and cassettes.

Big Blue Marble Folk Tale Kits: Three Cornered Hat of Bad Miguel. Xerox, 1980. 1 color filmstrip with cassette, activity books.

Brothers Grimm Fairy Tales, The . Educational Enrichment Materials. 8 color filmstrips with cassettes.

Contents:	Snow White and Rose Red.	The Golden Goose.
	Rapunzel.	Hansel and Gretel.
	The Frog Prince.	The Sorcerer's Apprentice.
	Rumpelstiltskin.	The Hedgehog and the Rabbit.

Developing Study Skills. Coronet, 1974. 8 color filmstrips with cassettes.

Contents:	Why We Study.	Using a Textbook.
	Planning Your Work.	Doing Homework.
	Learning to Listen.	How to Review.
	Taking Notes.	Using the Library.

Developing Test Taking Skills. SVE. 4 color filmstrips with cassettes.

Contents: Before the Test.
Test Taking Strategies.
Reading Comprehension Tests.
Short Answer and Essay Tests.

Disney's World of Study Skills. Walt Disney. 6 color filmstrips with cassettes.

Contents:	Huey Learns His Lesson.	Dewey and the Homework Challenge.
	Huey Lends an Ear.	Dewey Speaks Up.
	Louie and the Power of Books.	Louie Meets the Test.

Episodes from Famous Stories. Encyclopedia Britannica, 1973. 6 color filmstrips with cassettes.

Contents:	Robinson Crusoe.	Legend of Sleepy Hollow.
	Adventures of Tom Sawyer.	Heidi.
	Treasure Island.	Alice's Adventures in Wonderland.

Fairy Tales Magic. Encyclopedia Britannica, 1969. 10 color filmstrips with cassettes.

Contents:	Ali Baba and the 40 Thieves.	Sleeping Beauty and the Prince.
	Elves and the Shoemaker.	Snow White and Rose Red.
	Hansel and Gretel.	Thief of Baghdad.
	Jack and the Beanstalk.	Three Bears.
	Rumpelstiltskin.	Toy Soldier.

How to Study Series. ClearVue. 6 color filmstrips with cassettes.

Contents: Homework.	Taking Notes.
Research Paper.	Study Habits.
Oral Reports.	Examinations.

The Library: What's in It for You? Guidance Associates, 1975. 2 color filmstrips with cassettes.

Library Skills/The Biblio Files. Walt Disney. 6 color filmstrips with cassettes.

Contents: Introduction to Library Media Center.	Case of the Bibliographies and Indexes.
Care of the Card Catalogue.	Case of the Media Materials.
Case of the Reference Source.	Case of the Research Project.

Propaganda and Persuasion: Its Many Forms. Eye Gate, 1982. 1 filmstrip with cassette.

Study Skills: Guide for Survival. Educational Dimension. 4 color filmstrips with cassettes.

Studying for Success. Eye Gate, 1967. 11 color filmstrips with cassettes.

Contents: How Do You Rate?	Reviewing for Examinations.
Developing Good Classroom Attitudes.	Taking Examinations.
Taking Better Notes.	How to Study a Foreign Language.
Budgeting Your Time.	How to Study Mathematics.
Studying at Home.	How to Study Science.
Improving Your Reading	

Test Taking Adventures of the Lollipop Dragon. SVE. 4 color filmstrips with cassettes.

Contents: Why We Take Tests.
Learning to Mark a Test.
The Night Before a Test.
Hubert Takes a Test.

Understanding Poetry. SVE. 4 color filmstrips with cassettes.

Contents: Introduction to Poetry.
Rhyme.
Rhythm.
Imagery and Sound of Words.

Games/Equipment

Bingobang. Phonics We Use. Lyons and Carnahan.

Blends Race. Lyons and Carnahan.

Consonant Bingo. Trend.

Diagraph Whirl. Lyons and Carnahan.

Digraph Hopscotch. Phonics We Use. Lyons and Carnahan.

Full House. Phonics We Use. Lyons and Carnahan.

Initial Consonant Bingo. Lyons and Carnahan.

Phonics We Use. Lyons and Carnahan. Contains 10 games with accompanying boards and playing pieces.

Prefix Puzzles. DLM Teaching Resources.

Prefix/Suffix Puzzles. DLM.

Suffix Puzzles. DLM Teaching Resources.

Vowel Bingo. Trend.

Vowel Dominoes Game. Phonics We Use. Lyons and Carnahan.

Kits

Alpha. English I and II. Madisonville, KY: Hopkins County Board of Education 1982.

American Short Stories. Educational Insights. Contains 36 booklets, duplicating masters, cassettes.

Animal Puppets and Tape. DLM. Contains 5 puppets, 1 cassette tape.

Basic Language Skills. Educational Insights. Contains work sheets for duplication.

Boning, Richard. Supportive Reading Skills Series. Grades 1-9. Barnell Loft, 1973.

Capitalization and Punctuation. 2d ed. Grades 1-9. Series A-F. Baldwin, NY: Barnell Loft, 1981.

Distar Language. Levels I and II. Science Research Associates, 1977. Contains presentation books, student workbooks, text material.

Duso Kits 1 and 2. American Guidance Service. Contain pictures, tapes, puppets.

Globe Reading Skills Library. Globe Book Company. Contains 30 story books arranged by reading level.

Listening/Reading Series. Sunburst. 8 cassettes and 48 duplicating work sheets, scripts.

Contents: Tune In--Blue Network.

Tune In--Red Network.

NewsLab. Science Research Associates. Contains 200 activity cards, spirit masters, student booklet, teacher's guide.

Plays for Reading Progress. Educational Progress. Contains 18 play booklets, teacher's guides for each level.

ResearchLab. SRA. Contains 220 article cards, 20 contents cards, student guide, 16 research skill cards, teacher's guide.

Short Stories Around the World. Educational Insights. Contains 36 booklets, duplicating masters, cassettes.

Skills to Achieve Independent Living (SAIL). Melton Peninsula, Inc., 1979.

Startline: Social Education/Communication. DLM. Contains 22 posters, 112 photo cards, 32 relationship cards, 18 booklets, teacher's handbook.

Top Picks Series. Grades 5-7. Pleasantville, NY: Reader's Digest Educational Division, 1977. Contains 6 readers with duplicating masters and cassettes.

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Transparencies

Reference and Study Skills Series. Millikin. Contains 5 sets of 24 duplicating masters and 12 transparencies.

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CITIZEN'S REQUEST FOR REVIEW AND REEVALUATION OF INSTRUCTIONAL MATERIALS

The Jefferson County Board of Education endeavors to meet the needs of all its students by providing on all levels a wide range of instructional materials having diversity of appeal and different points of view. With respect to instructional materials, the Board supports the principles of intellectual freedom inherent in the First Amendment to the *Constitution of the United States* and in the *Library Bill of Rights and the Students' Right to Read* of the National Council of the Teachers of English.

The Board also recognizes that, despite the quality of instructional materials or the credibility of the process used for selecting instructional materials, occasional objections will arise. Therefore, in order to facilitate the resolution of any concerns related to instructional materials, the Board provides the following procedure for review and reevaluation.

Level I—Initial Concern

1. A person having a complaint related to instructional materials states the complaint to a local school principal or unit head or a designee.
2. The school official to whom the complaint is stated schedules a conference with the complainant to discuss the instructional materials.
3. The complainant and the school official discuss the instructional materials during the scheduled conference.
4. Within five (5) business days following the conference, the school official provides the complainant a written decision concerning the complaint.

Level II—Written Request for Review and Reevaluation

1. If a complainant is not satisfied with the school official's decision at Level I, the school official will assist the complainant in filing, with the Superintendent, a written request for review and reevaluation of the instructional materials.
2. The Superintendent accepts the written request for review and reevaluation of instructional materials with the purpose of rendering a decision concerning the complaint. (When appropriate, the Superintendent forwards the request to the Reconsideration Committee.)
3. When requested by the Superintendent, the Reconsideration Committee meets for purpose of formulating a recommendation to the Superintendent concerning the instructional materials.
4. Within twenty-five (25) business days of receiving the written request for review and reevaluation of the instructional materials, the Superintendent notifies, in writing, the complainant concerning disposition of the complaint.

Level III—Appeal

1. In the event the complainant is not satisfied with the Superintendent's decision regarding the instructional materials, the complainant may file with the Jefferson County Board of Education written request for the review of the complaint.
2. Within forty-five (45) business days of receiving the request the Board will notify the complainant of its decision.

Note: The Board considers appeals requesting the view of decisions related to the use of instructional materials to be serious matters. Therefore, person requesting such reviews are advised to present carefully documented, factual information substantiating their claims.

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

School _____

Please check type of material:

☐ Book
☐ Periodical
☐ Pamphlet

☐ Film
☐ Filmstrip
☐ Cassette

☐ Record
☐ Kit
☐ Other

Title _____

Author _____

Publisher or Producer _____

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip _____

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific. Cite pages, frames in a filmstrip, film sequence, et cetera.)

2. What do you believe is the theme or purpose of this material?

3. What do you feel might be the result of a student using this material?

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other instructional material of the same subject and format?

Signature of Complainant

Date

Please return completed form to the school principal.

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